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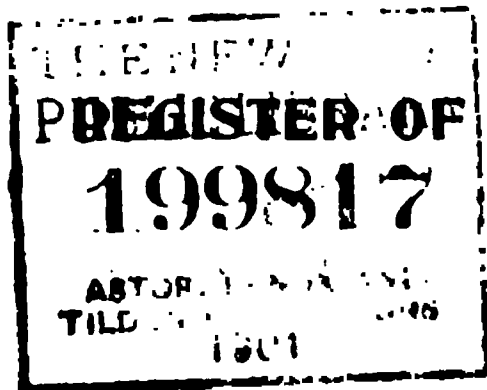


**BI-ENNIAL REPORT**  
**OF THE**  
**★ Superintendent of Public Instruction**  
**OF THE**  
**STATE OF FLORIDA**  
**FOR THE**  
**TWO YEARS ENDING JUNE 30, 1898.**

**WILLIAM N. SHEATS,**  
**SUPERINTENDENT OF PUBLIC INSTRUCTION.**



**TALLAHASSEE, FLA.:**  
**THE TALLAHASSEEAN BOOK AND JOB PRINT.**  
**1899.**



**REGISTER OF STATE SUPERINTENDENTS.**

*When Term Began.*

C. THURSTON CHASE	August . . , 1868
REV. CHARLES BEECHER	March 18, 1871
JONATHAN C. GIBBS, (colored)	January 23, 1873
SAMUEL B. McLIN, Secretary of State and Acting Superintendent	August 17, 1874
REV. WILLIAM WATKIN HICKS	March 1, 1875
WM. P. HAISLEY	January 6, 1877
ELEAZER K. FOSTER	January 31, 1881
ALBERT J. RUSSELL	February 21, 1884
WM. N. SHEATS	January 3, 1893

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**STATE BOARD OF EDUCATION.**

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**EX-OFFICIO.**

**1897-1900.**

WM. D. BLOXHAM, <i>President</i>	Governor
JNO. L. CRAWFORD	Secretary of State
CLARENCE B. COLLINS, (To June 9, 1897)	State Treasurer
JAS. B. WHITFIELD, (From June 9, 1897)	State Treasurer
WM. B. LAMAR	Attorney-General
WM. N. SHEATS, <i>Secretary</i> , State Superintendent of Public Instruction	

# LETTER OF TRANSMITTAL.

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DEPARTMENT OF PUBLIC INSTRUCTION. }  
TALLAHASSEE, FLA., July 1, 1898. }

To His Excellency, WILLIAM D. BLOXHAM,

Governor of Florida.

SIR—In compliance with Section 27, Article IV., of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction, for the two years beginning July 1, 1896, and ending June 30, 1898.

Yours obediently,

WM. N. SHEATS,

State Superintendent of Public Instruction.

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**REPORT**  
**OF THE**  
**TWENTY-NINTH AND THIRTIETH YEARS**  
**OF THE**  
**PUBLIC SCHOOLS OF THE STATE OF FLORIDA.**

**INTRODUCTION.**

The close of a bi-ennial period in the administration of school affairs is made by law the occasion of making a report from the Department of Education, setting forth the condition and the progress made in public education.

In submitting this, my third Bi-ennial Report, it is gratifying to be able to show that an unbroken record of thirty years in reporting continuous improvement and growth remains unbroken for the past two years, though the schools within this period have been affected by the unusual disasters of a freeze, a cyclone, and a drouth, and, added to these, the excitements of a war with armies passing through the State, and large bodies of troops quartered at different points within its bounds.

The statistics in this Report, and the comparisons with ten years ago, are commended to careful consideration. Great care and labor have been expended in making these statistics complete and reliable. The cordial co-operation of County Superintendents has made it possible to publish the most complete, credible and satisfactory set of Statistical Tables ever presented in any report from this Department.

The apprehension was general with all entrusted with the administration of the schools that each one of the above disasters would decrease materially the aggregate showing made for public education. It was a gratifying surprise that with reduced school revenues, instead of a *decrease* in the number of schools, in enrollment, in average attendance, in buildings and equipment, and in many other important items, there has been an *increase* in all essential lines, particularly in professional spirit among the teaching body, in awakened interest among school officers, and in greater appreciation of the public

schools by the masses. This appreciation manifests itself unmistakably in the greater cheerfulness with which school taxes are paid, in the readiness by which sub-districts have been voted upon themselves by the tax-payers in supplement of the other means provided for the sustenance of the public schools, in the efforts made to obtain better buildings and equipments, and in the general demand, from every part of the State, for longer school terms and for more scholarly and professional teachers. The people generally express greater appreciation of the public schools, and give evidence of stronger faith in the possibilities and the final outcome of public education.

If one will take the pains to examine the whole of this Report and does not come to the conclusion that the above strong claims are not overdrawn, he would become of the same opinion as the one making them, could he be possessed of all the avenues of information not within the province of this Report to put in evidence.

It was expected by no one that the Report for this *biennium* would disclose even greater than the usual percentages of growth in public education, since the climax in its establishment was reached about ten years ago. Taxable values have declined, but it will be seen under the sub-head "Rate of County Levy for Schools" on page 20, that the county levies have gone up, and the schools have not been permitted to decline. Thirty-four counties levied the maximum limit of 5 mills in 1898, against only 7 in the year 1888; not one levied the minimum 3 mills in 1898, against 12 in 1888.

The Table of Contents to this Report on page 4, shows that it is divided into X. Chapters, from which may be seen the subject-matter of each Chapter.

It was designed to make the county school officers produce the argument and become the witnesses, so to speak, and furnish the evidence to sustain the wisdom of the recommendations made at the close of Chapter I., hence it will be seen that very little space was reserved in that Chapter for Observations on the Statistics and for Recommendations and arguments for the necessity of the same, by the State Superintendent. Very great space is given to County Superintendents' Special Reports in Chapter VI., and to the Proceedings of State Conventions of County Superintendents in Chapter X. It being well-known that the State Superintendent is regarded by some as fanatical on the subject of public education, and that a few, esteeming others or themselves better fitted for the responsible duties of the office and for educational leaders, are dis-

posed to question the integrity and the ability of the present incumbent, it was thought wise to merely state the changes in the law that seemed imperative and to put in evidence my co-workers, the County Superintendents and School Boards who are charged with the duty of executing the law, and are familiar with the workings of the same. No one will have the temerity to insinuate that interest, integrity, or wisdom is wanting in the combined voice of so large and reputable a body. The special attention of legislators is called to the contents of these two Chapters.

The reasons for giving space to Chapters VIII., and IX., are stated in the introduction to each.

Before closing this introduction I desire to apologize for the volume of this Report. When formulating the plan of the Report, it was supposed that it would make a book of about 400 pages. The calculations failed in that a great many more than heretofore to whom space was accorded, accepted, and quite a number transgressed upon the space allotted. Reports and sketches of schools were limited to a specific number of pages, and the addresses in the last Chapter to a specified number of minutes, which was thought sufficient to keep the size of the Report within the bounds contemplated. Those accorded space for reports and addresses either did not consider the amount it would make upon the printed page, or knowingly transgressed upon the limit prescribed. But many of these reports, sketches and addresses have been inserted without curtailment, as I felt unwilling to mutilate the pieces, especially when one had valuable ideas and expressed them in an attractive manner. The promise is made to guard against this mistake in future by limiting all space granted, to a *specific number of words*, and to adhere strictly and absolutely to the number prescribed. More than 100 pages have been added to this Report by this means, but the matter will be found to be pertinent and valuable.

The Report as a whole will give a complete and reliable conception of the status and work of public education both in the State and in each particular county, and is presented with the hope that the labor in its preparation will be compensated for by an awakened interest and an enlarged effort to cause the public schools to measure up to the full standard of the design which caused their establishment.



## CHAPTER I.

### **Summary and Comparative Statistics, Observations Thereon, and Recommendations.**

In the present age, progress in education is largely estimated from statistics. That clearer and quicker perception may be obtained, it is necessary to establish a view-point from which comparisons may be drawn. Hence, in recording the footings of the various Statistical Tables found in Chapters IV. and V. of this report, where the reports of County Superintendents for the school years 1896-7 and 1897-8 are tabulated, in order that our present status may be more definitely established, the same facts for the school year 1887-8 are placed alongside, that the comparison may be made.

The summary statistics are given in the beginning of this report for two reasons, both because they give all the information that the casual investigator cares to know, and because they furnish the basis for the observations and recommendations made in the closing pages of this chapter.

The statistics of the particular year 1887-8 were taken for the comparison, that the progress in a full decade might be shown. When the educational system of the State becomes pretty thoroughly developed, the statistical changes for any one or two years may be quite small, often too slight to furnish reliable data to determine whether or not advancement has been real and permanent. In partial illustration of this point, the fact is cited that the era of greatest development in public education in the State dates back from 1888 to 1878, during which decade the number of schools grew from 992 to 2,249; the enrollment, from 36,961 to 82,323, both more than doubling in the ten years.

The era of greatest development having passed, and a school having been placed within reach of all the educable children of the State, in the next five years, embraced almost entirely within the same brilliant administration of my immediate predecessor, the Reports in the Department show



that the number of schools, in 1893, had reached only 2,366, an increase of 117 in the half decade, 102 of these schools being for negroes, and only 15 for whites. The percentage of increase in the schools for negroes was larger because the degree of development in education for that race was not so advanced at the beginning of the quinquennium. During the same five years the school enrollment advanced from 82,323 to 95,728, the latter being the largest attained to that date, and an increase of 13,405 in the five years.

The position being tenable that the greatest growth in educational affairs is possible when the development is farthest removed from its utmost capability, it could hardly be expected that statistics would show any very great growth in the past five years, when a more perfect state of development was being approached. But these questions will be further discussed in the observations in this Chapter, where it is claimed that the aim during the present administration has not been to make large numerical counts, but to improve the character of instruction given in the public schools.

In the interest of brevity, though the school year embraces the latter and first half of two separate calendar years, in the following exhibit the school year will be designated by the calendar year in which the school year closed.

#### SUMMARY AND COMPARATIVE STATISTICS.

	1888.	1897.	1898.
Number of Schools .....	2,182	2,467	2,538
For Whites .....	1,627	1,848	1,899
For Negroes .....	555	619	639

#### POPULATION.

	1888. U. S. Census of '90.	1898 State Census of '95.
Total Population .....	391,422	*464,639
White .....	224,949	271,561
Negro .....	166,180	193,039

	(School Census of '88.)	(School Census of '96.)
School Population (6 to 21) .....	113,647	152,598
White .....	60,310	86,196
Negro .....	53,337	66,402

\*39 Indians included.

## SCHOOL ENROLLMENT BY SEX AND RACE.

	1888.	1897.	1898.
Both Races .....	83,343	105,519	108,455
White .....	50,452	66,007	67,657
Negro .....	32,891	39,512	40,798
White Males .....	25,668	34,170	35,116
Negro Males .....	15,913	19,015	19,632
White Females .....	24,784	31,837	32,541
Negro Females ....	16,978	20,497	21,166

Percentage of School population enrolled is omitted, the school census being taken only quadrennially, these percentages are of little value only in the year in which the census is taken. The enrollment oscillates between 65 and 75 per cent. of the School population, always increasing towards the end of the quadrennium, because the enrollment increases while the school population remains the same for the four years.

## AVERAGE DAILY ATTENDANCE BY SEX AND RACE.

	1888.	1897.	1898.
Both Races .....	53,130	69,477	74,004
White .....	* .....	43,623	46,329
Negro .....	.....	25,854	27,675
White Males .....	.....	22,094	23,443
Negro Males .....	.....	12,265	13,266
White Females ...	.....	21,529	22,886
Negro Females.....	.....	13,589	14,409

\*Whenever blanks occur the data could not be obtained.

## PERCENTAGE OF ENROLLED IN DAILY ATTENDANCE.

	1888.	1897.	1898.
Both Races .....	64	66	68
White .....	.....	66	68
Negro .....	.....	65	68

## AGGREGATE NUMBER OF DAYS' SCHOOLING GIVEN.

	1888.	1897	1898
Both Races .....	7,157,700	7,664,402	
White .....	4,622,524	4,926,882	
Negro .....	2,535,176	2,737,520	

## AVERAGE LENGTH OF SCHOOL TERM IN DAYS.

	1888.	1897.	1898.
Both Races . . . . .		103	104
White . . . . .		106	106
Negro . . . . .		98	99

## AVERAGE DAYS' SCHOOLING GIVEN FOR EVERY CHILD 6 TO 21.

	1888.	1897.	1898.
Both Races . . . . .		47	50
White . . . . .		54	57
Negro . . . . .		38	41

## EDUCATIONAL STATUS OF YOUTH ENROLLED.

In Chart—	1888.	1897.	1898.
Both Races . . . . .		12,827	13,237
White . . . . .		5,144	5,165
Negro . . . . .		7,683	8,072

## In First Reader—

Both Races . . . . .	20,831	20,707
White . . . . .	10,957	10,696
Negro . . . . .	9,874	10,011

## In Second Reader—

Both Races . . . . .	18,106	18,634
White . . . . .	10,437	10,596
Negro . . . . .	7,669	8,038

## In Third Reader—

Both Races . . . . .	17,440	18,419
White . . . . .	11,081	11,575
Negro . . . . .	6,359	6,844

## In Fourth Reader—

Both Races . . . . .	18,097	18,669
White . . . . .	13,120	13,356
Negro . . . . .	4,977	5,313

## In Fifth Reader—

Both Races . . . . .	11,910	12,293
White . . . . .	9,581	10,139
Negro . . . . .	2,329	2,154

## In Higher Branches—

Both Races .....	5,954	6,228
White .....	5,589	5,935
Negro .....	365	293

## ILLITERATES BETWEEN 6 AND 21 IN THE STATE.

	Census of 1888.	Census of 1896.
Number unable to read.....		6,752
White .....		2,033
Negro .....		4,719
Number unable to write.....		10,152
White .....		3,164
Negro .....		6,988

## DEFECTIVE YOUTH IN THE STATE.

	Census of 1888.	Census of 1896.
Deaf Mutes .....	87	105
White .....		61
Negro .....		44
Blind .....	83	41
White .....		17
Negro .....		24

## NUMBER OF DIFFERENT TEACHERS EMPLOYED.

	1888.	1897.	1898.
Both Races .....	2,398	2,651	2,792
White .....	1,775	2,010	2,108
Negro .....	623	641	684
White Males .....		786	796
White Females .....		1,224	1,312
Negro Males .....		304	325
Negro Females .....		337	359

## GRADES OF CERTIFICATES HELD BY TEACHERS EMPLOYED.

Life Certificates—	1888.	1897.	1898.
Both Races .....			2
White .....			2
Negro .....			0

State Certificates—	1888.	1897.	1898.
Both Races . . . . .	167	9	10
White . . . . .	166	9	10
Negro . . . . .	1	0	0
Primary Life Certificates—			
Both Races . . . . .		12	10
White . . . . .		12	10
Negro . . . . .		0	0
First Grade County Certificates—			
Both Races . . . . .		530	512
White . . . . .		491	471
Negro . . . . .		39	41
White Males . . . . .		269	246
White Females . . . . .		222	225
Negro Males . . . . .		32	33
Negro Females . . . . .		7	8
Second Grade County Certificates—			
Both Races . . . . .		1,341	1,460
White . . . . .		1,060	1,140
Negro . . . . .		281	320
White Males . . . . .		340	370
White Females . . . . .		720	770
Negro Males . . . . .		139	160
Negro Females . . . . .		142	160
Third Grade County Certificates—			
Both Races . . . . .		780	820
White . . . . .		459	497
Negro . . . . .		321	323
White Males . . . . .		177	180
White Females . . . . .		282	317
Negro Males . . . . .		133	132
Negro Females . . . . .		188	191
* Temporary Certificates—			
Both Races . . . . .		35	21
White . . . . .		31	19
Negro . . . . .		4	2

White Males .....	13	8
White Females .....	18	11
Negro Males .....	2	1
Negro Females .....	2	1

\* Some of these were reported as "Permits" and "Specials," not in legal phraseology, and, if without examination, not lawful. In 1897, 18 of these were from Duval alone; in 1898, a total of 9 teachers, not included in the above, was reported from Duval, Madison, St. Johns and Volusia as holding no certificates.

#### RESULTS OF STATE UNIFORM EXAMINATIONS.

	1888.	1897.	1898.
Number of Examinees .....		2,361	2,023
White .....		1,599	1,359
Negro .....		762	664
Number Obtaining Certifi-			
cates .....		1,651	1,240
White .....		1,237	967
Negro .....		414	273
Number Failing .....		710	783
White .....		362	392
Negro .....		348	391
Per Cent. Failing .....		30	39
White .....		23	29
Negro .....		46	59
First Grade Certificates Issued.....		197	169
To Whites .....		191	163
To Negroes .....		6	6
To White Males .....		91	82
To White Females .....		100	81
To Negro Males .....		5	5
To Negro Females .....		1	1
Second Grade Certificates Is-			
sued .....		763	474
To Whites .....		611	403
To Negroes .....		152	71

To White Males . . . . .	210	154
To White Females . . . . .	401	249
To Negro Males . . . . .	79	36
To Negro Females . . . . .	73	35
Third Grade Certificates Issued . . . . .	691	597
To Whites . . . . .	435	401
To Negroes . . . . .	256	196
To White Males . . . . .	140	146
To White Females . . . . .	295	255
To Negro Males . . . . .	107	85
To Negro Females . . . . .	149	111

## OTHER FACTS RELATIVE TO TEACHERS EMPLOYED.

	1888.	1897.	1898.
Graduates of Normal Schools . . . . .		257	317
White . . . . .		214	258
Negro . . . . .		43	59
White Males . . . . .		101	108
White Females . . . . .		113	150
Negro Males . . . . .		25	31
Negro Females . . . . .		18	28
Attendants at Summer Schools . . . . .		624	973
White . . . . .		454	712
Negro . . . . .		170	261
White Males . . . . .		154	211
White Females . . . . .		300	501
Negro Males . . . . .		72	90
Negro Females . . . . .		98	171
Attendants at State Associations . . . . .		513	488
White . . . . .		337	303
Negro . . . . .		176	185
Subscribers to Educational Journals . . . . .		1,636	1,672
White . . . . .		1,234	1,255
Negro . . . . .		402	417
Non-Residents of State . . . . .		99	106
White . . . . .		81	94
Negro . . . . .		18	12



**Non-Residents of County Where**

<b>Taught</b> .....	<b>276</b>	<b>330</b>
<b>White</b> .....	<b>202</b>	<b>252</b>
<b>Negro</b> .....	<b>74</b>	<b>78</b>

**Average Age of Teachers—**

<b>All Teachers</b> .....	<b>27</b>	<b>27</b>
<b>White</b> .....	<b>27</b>	<b>27</b>
<b>Negro</b> .....	<b>27</b>	<b>27</b>

<b>White Males</b> .....	<b>29</b>	<b>29</b>
<b>White Females</b> .....	<b>26</b>	<b>25</b>
<b>Negro Males</b> .....	<b>30</b>	<b>30</b>
<b>Negro Females</b> .....	<b>25</b>	<b>25</b>

**Average Months Taught in Life—**

<b>All Teachers</b> .....	<b>39</b>	<b>39</b>
<b>White</b> .....	<b>37</b>	<b>36</b>
<b>Negro</b> .....	<b>45</b>	<b>48</b>

<b>White Males</b> .....	<b>41</b>	<b>43</b>
<b>White Females</b> .....	<b>34</b>	<b>33</b>
<b>Negro Males</b> .....	<b>56</b>	<b>58</b>
<b>Negro Females</b> .....	<b>35</b>	<b>38</b>

**Average Monthly Salaries Paid Teachers—**

<b>All Teachers</b> .....	<b>\$34.52</b>	<b>\$33.73</b>
<b>White</b> .....	<b>36.46</b>	<b>35.70</b>
<b>Negro</b> .....	<b>28.60</b>	<b>27.76</b>

<b>White Males</b> .....	<b>39.96</b>	<b>38.66</b>
<b>White Females</b> .....	<b>34.36</b>	<b>33.96</b>
<b>Negro Males</b> .....	<b>30.13</b>	<b>28.85</b>
<b>Negro Females</b> .....	<b>27.13</b>	<b>26.73</b>

**Highest Monthly Salaries Paid Teachers—**

<b>White Males</b> .....	<b>\$175.00</b>	<b>\$150.00</b>
<b>White Females</b> .....	<b>100.00</b>	<b>100.00</b>
<b>Negro Males</b> .....	<b>80.00</b>	<b>90.00</b>
<b>Negro Females</b> .....	<b>50.00</b>	<b>50.00</b>

**AGGREGATE SALARIES PAID TEACHERS.**

	<b>1888.</b>	<b>1897.</b>	<b>1898.</b>
<b>Both Races</b> .....	<b>\$334,534.80</b>	<b>\$316,413.98</b>	<b>\$528,871.63</b>

White .....	410,821.40	421,028.62
Negro .....	105,592.58	107,843.01
White Males .....	169,231.00	168,791.10
White Females ...	241,590.40	252,237.52
Negro Males .....	54,367.58	54,433.66
Negro Females .....	51,225.00	53,409.35

TAXATION FOR SCHOOLS.

	1888.	1897.	1898.
Assessed property of	1888.	1897.	1898
State .....	\$82,600,976	\$95,389,966	\$95,117,156
One-mill tax levied .	.....	95,533	95,117
One-mill tax col-			
lected .....	74,807	89,595	87,683
Aggregate county lev-			
ies .....		444,827	462,006
Aggregate collected .	377,238†	326,745	345,959
Polls assessed .....		67,341	68,068
Polls collected .....		33,478	31,721
Per cent. one-mill			
tax collected ....	90	94	92
Per cent. county tax			
collected ....		73	75
† Sub - district tax			
levied .....			
† Sub-district tax col-			
lected .....			

\* Cents are omitted.

† This not reported full enough to be of any value.

‡ Including funds from all sources.

RATE OF COUNTY LEVY FOR SCHOOLS.

	1888.	1897.	1898.
Number of counties levying 5 mills (max-			
imum) .....	7	29	34
Number of counties levying 4¾ mills....	..	..	2
Number of counties levying 4½ mills....	4	4	2
Number of counties levying 4¼ mills....	..	1	1
Number of counties levying 4 mills....	14	8	4
Number of counties levying 3¾ mills....	..	1	..

1888

80,198,250

Number of counties levying $3\frac{1}{2}$ mills....	8	1	2
Number of counties levying $3\frac{1}{4}$ mills....	..	1	..
Number of counties levying 3 mills (minimum) .....	12	..	..
	<hr/> 45	<hr/> 45	<hr/> 45

#### RECEIPTS AND SOURCES OF SCHOOL FUNDS.

	1888.	1897.	1898.
* Total receipts .....	\$484,110	\$691,970	\$683,568
From cash on hand.....		87,395	52,832
From interest on permanent fund .....	32,064	39,729	34,738
From one-mill apportionment.	74,807	75,050	97,267
From county levy.....	†377,238	326,745	345,959
From back taxes .....		72,174	67,887
From poll taxes ..		33,478	31,721
From delinquent poll taxes..		28,054	7,541
From examination fees .....		2,250	1,973
From non-resident pupils ...		431	546
From sub-district taxes ....		13,351	18,254
From all other sources .....		13,308	24,847
	<hr/> \$484,110	<hr/> †\$691,970	<hr/> †\$683,568

#### EXPENDITURES FOR SCHOOLS.

	1888.	1897.	1898.
* Total Expenditures.....	\$484,110	\$713,443	\$736,951
For debts .....		50,060	67,697
For interest on debts .....		6,256	10,516
For salaries of teachers ....		516,413	528,871
For salaries of County Superintendents .....		30,758	30,985
For traveling expenses of County Superintendents. ....		1,387	1,679
For commissions of County Treasurers .....		9,529	8,157
For mileage and per diem of County Boards.....		7,188	8,954
For incidental expenses of County Supts. and Boards .....		5,080	3,752

\* Cents omitted in all numbers.

† Doubtless includes receipts from all sources.

‡ Footings correct with cents included.

For teachers' examinations .....	2,795	2,390
For teachers' institutes and Summer Schools .....	2,267	918
For Lots .....	1,099	1,318
For new buildings .....	31,252	22,390
For repairs on buildings ..	10,841	11,967
For furniture ... ..	8,903	8,496
For apparatus .....	4,546	5,660
For insurance .....	1,837	1,565
For rent .....	2,117	2,140
For janitors .....	3,377	3,634
For fuel .....	1,198	1,269
For incidentals .....	6,958	4,714
For free text books .....	2,324	1,480
For county line pupils ....	718	242
For all unclassified ex- penses .....	6,530	7,135
	<u>\$484,110</u>	<u>†\$713,443</u>
		<u>†\$736,951</u>

\*Cents omitted in all the above numbers.

†Footings correct with the cents included.

VALUE OF SCHOOL PROPERTY OWNED BY COUNTY BOARD.

	1888.	1897.	1898.
Value of all Property.....	\$456,625	\$672,916	\$755,824
For Whites .....		555,071	623,170
For Negroes .....		117,845	132,654
Sub-divided:			
Value of School Lots .....		\$100,424	\$107,396
For Whites .....		75,424	82,193
For Negroes .....		25,000	25,203
Value of School Buildings. ....		\$450,671	\$514,230
For Whites .....		37,506	82,193
For Whites .....		376,506	427,781
Value of Furniture .....	\$50,291	\$90,254	\$99,346
For Whites .....		76,559	83,243
For Negroes .....		13,695	16,103
Value of Apparatus .....		\$31,567	\$34,852
For Whites .....		26,582	29,953
For Negroes .....		4,985	4,899
Totals same as above .....	\$456,625	\$672,916	\$755,824

CHARACTER OF SCHOOL BUILDINGS OWNED BY COUNTY BOARDS.

	1888.	1897.	1898.
Number of Buildings . . . . .		1,907	2,121
For Whites . . . . .		1,456	1,638
For Negroes . . . . .		451	483
Number of Brick Buildings. . . . .		12	14
For Whites . . . . .		9	11
For Negroes . . . . .		3	3
Number of Frame Build- ings . . . . .		1,663	1,855
For Whites . . . . .		1,276	1,435
For Negroes . . . . .		387	420
Number of Log Buildings. . . . .		232	252
For Whites . . . . .		171	192
For Negroes . . . . .		61	60
Totals as Above . . . . .		1,907	2,121
Number of rooms . . . . .		2,430	2,705
For Whites . . . . .		1,855	2,075
For Negroes . . . . .		575	630

SCHOOL FURNISHINGS OWNED BY COUNTY BOARDS.

	1888.	1897.	1898.
Whole Number Patent Desks . . . . .		18,127	22,441
For Whites . . . . .		14,809	18,404
For Negroes . . . . .		3,318	4,037
Number Double Patent Desks . . . . .		13,707	16,694
For Whites . . . . .		11,096	13,405
For Negroes . . . . .		2,611	3,289
Number Single Patent Desks . . . . .		4,420	5,747
For Whites . . . . .		3,713	4,999
For Negroes . . . . .		707	748
Totals same as above . . . . .		18,127	22,441
Number Square Yards Good Blackboards . . . . .		37,245	35,420

For Whites .....	29,957	29,121
For Negroes .....	7,288	6,299
Total.....		\$171,485.56

## EXPENDITURE FOR NEGRO SCHOOLS.

Above Itemized—	1888.	1898.
Salaries of teachers.....		107,843.01
Lots, buildings, furniture, etc.....		10,066.10
County Superintendents (prorated on enrollment) .....		10,912.28
County Boards (prorated on enrollment).....		4,066.91
Examinations and summer schools (prorated on enrollment)....		1,114.12
Debt and interest (prorated on enrollment) .....		28,300.59
All other purposes (prorated on enrollment) .....		9,182.55.
Total same as above .....		\$171,485.56

## COST OF NEGRO EDUCATION.

	1888.	1898.
Per negro inhabitant .....		\$ .89
Per negro youth of school age .....		2.58
Per negro pupil enrolled .....		4.20
Per negro pupil in daily attendance .....		6.20

## PER CAPITA COST OF PUBLIC SCHOOLS INCLUDING BOTH RACES.

	1888.	1897.	1898.
Per inhabitant .....	\$1.28	\$1.54	\$1.58
Per youth of school age .....	4.26	4.68	4.82
Per pupil enrolled .....	5.81	6.77	6.78
Per pupil in daily attendance.....	9.11	10.27	9.96

## ONE MILL TAX APPORTIONMENT.

	1897.	1898.
Greatest amount received by any county for \$1 paid (Gadsden) .....	\$2.27	\$3.00
Least amount received by any county for \$1 paid (Dade).....	.23	.....
(Lee) .....		.31
(See tables XIX. of 1896-97, and XII. of 1897-98.)		

## VISITS AND COST OF COUNTY SUPERINTENDENTS.

	1897.	1898.
Number of visits made .....	2,315	2,900
Cost per cent. of all teachers.....	.062	.062
Largest cost per cent. in any county (Taylor) .....	.13	.....
(Lee) .....	.....	.147
Lowest cost per cent. in any county (Duval) .....	.037	.033

## \* FINANCIAL CONDITION OF COUNTY SCHOOL BOARDS.

	1888.	1897.	1898.
Total cash of all Boards, July 1... ..	\$53,185	\$43,971	
Total indebtedness of all Boards, July 1.....	115,341	165,139	
Net cash of all Boards, July 1... ..	39,728	20,647	
Net indebtedness of all Boards, July 1.....	101,899	141,915	
Net debt created during year.. ..	.....	94,621	
Borrowed money of the year un- paid, July 1 .....	.....	34,925	
Old debts unpaid, July 1.....	.....	46,679	
Warrants of the year unpaid, July 1.....	.....	83,534	
Number of counties with net cash balance, July 1 .....	.....14	10	
Number of counties with net in- debtedness, July 1 .....	31	35	

It was impossible to make a perfect balance sheet of the financial reports filed from the several counties, so diverse were the conditions reported in different counties, but enough is shown to demonstrate that the tendency is to go in debt. For information on this point relative to any particular county, see Tables XX. and XXIII. on pages 127 and 164. For any statistical fact pertaining to any county, see Chapters IV. and V., beginning on pages 100 and 130, respectively.

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\* Cents omitted.



## OBSERVATIONS ON STATISTICS.

## NUMBER OF SCHOOLS.

In reporting the number of schools, only those actually taught are included in the count. The statistics show that there was an increase of 71 schools during the past year, 51 for whites and 20 for negroes. There has been an increase of 356 schools within the past decade. No special pride is taken in calling attention to the increase, for the value of the system is not measured by the number of schools. The policy of this administration from the very first has encouraged decreasing the number of schools as much as circumstances would permit, by consolidating two or more weak schools into a stronger one. Should the enrollment and average attendance continue to grow, I would rejoice in seeing the number of schools decrease, and larger and better schools, taught by better teachers and for longer terms, take the place of a great number of small schools. An examination of the Report of two years ago, and of the Special Reports of County Superintendents for the present biennium, will disclose the fact that many county administrations have adopted the policy of keeping down the number of schools, rather than multiplying them. The want of courage to prevent their multiplication is one cause of the deficit in funds, and is the best evidence of weakness in some county administrations. It is my deliberate opinion that had it not been for the advocacy of this policy, the number of schools in the State would now exceed 3,000, and the school system would have been weakened in the same proportion. I as firmly believe that the number now in existence, by judicious consolidation and location, might be reduced at least 500, and the strength of the educational system of the State, by wise management, would be enhanced equally with the percentage of decrease in number of schools. So long as the State remains sparsely settled and comparatively poor, a wise policy would be to turn a deaf ear to many applications to subdivide and multiply small schools. It would be folly to think of locating the schools as near to each other as they are in the richer and more populous States. Except for urgent necessity, schools should not be located nearer than the *three-mile limit* prescribed in the law. It would prove rather a benefit than an injury for robust children to walk two, or even two and a half miles, to reach a school under the tuition of competent in-

struction, rather than that every child should attend a school on the section of land upon which it lives—our fathers and mothers, who walked two and three miles to school, were made more robust by the enforced exercise. Multiplication of schools necessitates weaker teachers, shorter terms, and poorer appliances.

So much is said upon this head with the desire to counteract the tendency prevalent in some sections, to grant every request to establish another school, under the erroneous idea that it manifests interest and advances the cause of education. Our aim has not been to make large numerical counts, but rather to consider the value of the things counted. Cases are reported where two schools for the same race, on account of some local sentiment or prejudice, are sustained in a small town, while one good school would easily accommodate all the patronage, and permit the employment of better teachers for longer terms. Since my attention has been called to these violations of the statutes, the State Board of Education will be called upon to act in the matter, unless the School Boards in such counties comply with the statute from this time forward.

#### SCHOOL ENROLLMENT AND AVERAGE ATTENDANCE.

The total enrollment and average daily attendance in the public schools show healthy increase every year during the past decade. The increase in enrollment during the past two years was 8,082, for the last year, 2,936. The increase in average attendance is even, proportionately, greater.

While it would seem that 29 of every 100 children of school age, not enrolling in the public schools during any one year, is too large a per cent. neglecting the privileges of education, still, when we find that the percentage of enrollment in the public schools in this State, even when counting both races, is greater than the average in the United States, it occurs that there is little cause to suspect that our public schools are not appreciated. This favorable showing for the public schools is made despite the fact that the percentage of enrollment for the United States is calculated on a basis of youth between the ages of 5 and 18, while in Florida the school age is from 6 to 21 years, the comparison slightly to the disadvantage of the latter, because there is a less per cent. of youth enrolled between 18 and 21 years of age than during any other three years of their educable life.

In the whole United States, by the Commissioner's Report for 1897. the per cent. of school population enrolled in the

public schools is  $69\frac{1}{2}$  per cent.; in Florida, for the year 1898, counting both races, it was 71 per cent.; counting the whites alone, 78 per cent.; the negroes alone, 61 per cent. It is further shown that the number of youth of school age enrolling in the public schools in this State is larger than in the combined North or South Atlantic, or South Central, Division of States; and that it is greater than in 29 other States in the Union.

The average attendance, as compared with enrollment, in the United States, is 68.8 per cent.; in this State, for 1898, it is a fraction over 68 per cent., which is greater than is shown in either the South Atlantic or Central Division of States, and greater than is reported in 20 other States of the Union. Hence, in the matter of school enrollment and attendance, the facts show that the condition in Florida is at least normal, and, considering that the count is somewhat reduced by the lesser appreciation of the negroes, diminishing the average, it appears that there is cause for satisfaction, if no more, with school attendance and the interest that it bespeaks in public education.

#### AVERAGE LENGTH OF SCHOOL TERM.

That the school term is entirely too short to enable the public schools to properly do the work of education, is admitted by every one giving the matter serious thought. Since the State taxes itself to prepare one generation for better citizenship in the next, it is certainly an unwise policy to make such a large outlay of money while stopping short of accomplishing properly what is done only in part, but as this question is treated under another subdivision, in the argument made for increasing school revenues, only the comparative standing of this State with others will be given under this head.

In the year 1897, the average length of school term in the whole United States was a fraction over 140 days, each general subdivision of States showing a greater average than the State of Florida, except the South Central Division, in which Florida is included. The average length of school term in Florida, including both races, for 1898, was 104 days; for whites alone, 106; for blacks alone, 99. The general average for the North Atlantic Division was 172; for the North Central and Western Divisions, 151 and 141 respectively, there being only 10 States and Territories in the Union which gave to their children a less number of days of education in the public schools.

In demonstration of the fact that the school term is too short, and that public education must be disappointing in the end when compared with other States in this respect, the following facts are cited: The average number of days schooling given for every youth of school age in the United States, according to the Report of 1897, is 67. It must be remembered that some get a great deal more, and some none at all. Divided according to the general division of States, the North Atlantic Division gave 86 days, the South Atlantic Division 42, the South Central Division 38, the North Central Division 81, the Western Division 77, and Florida, in 1898, 50 days schooling, upon an average, to every one of her educable youth; counting whites alone, 57 days; negroes alone, 41 days. If it is recognized as a fact that every section of the country is, in a sense, in competition with every other section, it becomes clear that the youth reared in Florida and receiving such a small per cent. of educational advantages, compared with those educated where there are longer school terms and better school facilities, will be at a disadvantage in the competition. There may be some consolation to those who are satisfied with present conditions, in the fact that 15 States in the Union give an average of a less number of days schooling annually to all of their educable youth. But to one who covets the very best gifts for all the youth of the State, there is very little satisfaction in knowing that 34 States and Territories appear to be discharging their obligation to their coming citizens better than his own State. These facts are stated, not to complain at what the State has been doing, for under the circumstances it has acted nobly towards its children, but by calling attention to what others are doing to stress the fact that the duty point has not yet been reached in the matter of public education. More will be said on this line in discussing other questions.

#### DEFECTIVE YOUTH OF THE STATE.

I feel that my duty would be but partially discharged in making this Report, if I neglected to call attention to the number of defective youth in the State who are not taking advantage of the opportunities afforded at the Institute for the Blind, Deaf and Dumb. The Census of 1896 shows that there are 146 blind and deaf-mutes between the ages of 6 and 21 in the State, while there is less than one-half of that number on the register of the Institute. It seems that every possible thing has been done to acquaint parents and guar-

dians of this class of unfortunates with the advantages presented at this State Institution. After the Census of 1896, in which the address of the parent or guardian of each of such youth was obtained, a list was printed containing the race, name, age and sex of each of these unfortunates, with the address of the parent or guardian, and was sent to the county school officers in each county, with the request that influence be exerted to secure the attendance of every such youth at the school provided for them. They were requested to make known the fact that it was not an asylum, but a school, and a kind and comfortable Christian home where the children of indigent parents were boarded and educated entirely at State expense; to give all necessary information and assistance to those wishing to avail themselves of the advantages of the State's generous effort to fit this class of citizens for self-sustenance.

A number of these printed lists were sent to the Superintendent of the Institute with instruction to issue a circular letter and to address one to the parent or guardian of each blind or deaf-mute in the State. Attention has been called to this Institution at various times, through advertisements and press notices. But with all these efforts only 62, counting both white and colored, blind and deaf, have been induced to avail themselves of the advantages of this Institution, the only one in the State where they can be educated.

I have several times visited this Institution, some times spending two or three days as an inmate, associating with teachers and pupils, inspecting everything connected with it, and it gives me pleasure to say, that I have never seen a happier family of children than those enjoying its advantages. Many of them are looked after more carefully, as to body, mind and morals, than they could possibly be at their own homes; many are better fed, better clothed, and even better nursed in times of sickness, than their parents are able to do.

These facts are stated in order that parents who are unwilling to risk such children away from the sacred precincts of their own home, may get right impressions in regard to the character of the Institution, and may give them the benefits of an education which can not otherwise be obtained in this State. They are also given to call the attention of the charitably disposed throughout the State to the character of this Institution, and with the hope that they may exert influence in inducing the attendance of all such youth at this school. The plant is provided, the teachers and attendants are all

employed, and with very little additional cost the State can provide for the whole of this class, and would gladly see all of them enjoying the benefits offered.

#### PLENTY OF TEACHERS.

The statistics on the subject show that there are plenty of teachers resident in the State, though, in some cases, not distributed as well as the requirements of the schools demand. If a County Superintendent is industrious and will answer inquiries for positions (complaint has often reached me that some do not), it would be an easy matter to obtain a sufficient number of teachers to fill all the schools with residents of the State as far as it is advisable to do so. I fully believe that, all things else being equal, preference should be given to home talent. The report is made from many counties, that the teachers that have come under the influences at work in our own State, as a rule, do better work, manifest greater interest, and give better satisfaction, than those that are brought from a distance, bearing overdrawn testimonials. There certainly can be no opposition to a faithful teacher, it matters not whence he comes, and he should be welcome as he shows merit, interest, honesty and skill. But it is believed to be the duty of those charged with the employment of teachers, not to reject home talent without first thoroughly investigating the character and qualifications of those who are to take the places denied to certificated teachers residing within the State.

While speaking of teachers, I wish to commend the teaching body of Florida for the co-operation given in the effort to improve the character of the teaching force. Considering the short term, and the small salaries received, the efforts made to increase their own knowledge and skill by attendance upon Associations, County and State Institutes, Summer Schools, and all other means provided for their improvement, for creating aspiration and inspiration, the teachers of this State rank with those anywhere. They have made remarkable growth in every respect since first it became my duty to look into their work and condition as teachers. I would feel that I had been derelict in my duty if I failed to commend the efforts made at improvement, and to thank them as a body for the co-operation which they have always rendered me in instituting the examination system, and other means to elevate the standard of teachers. All has not been done that must be done, but the progress made and the spirit with which efforts at progress have been received, deserve commendation.

## RESULTS OF THE UNIFORM EXAMINATIONS.

The reports for the past two years show the following number of examinees for teachers' certificates: 2,361 in 1897; 2,023 in 1898; of which 1,599 in 1897, and 1,359 in 1898, were successful in receiving some grade of county certificate. While the examinations, as a whole, I doubt not, were honestly conducted, and the papers faithfully graded, still, I am satisfied, from statistics that come from other sections of the country, that too large a per cent. of persons seeking certificates have been admitted into the profession. It cannot be said how this was done, and will not be said that any considerable per cent. of it resulted from fraud, while it is believed that in a few cases fraud was practiced. Nor can it be positively asserted that Grading Committees have been too lenient, still, statistics and after experience with many persons employed as teachers, demonstrate that teachers were made rather profusely.

In illustration of this last statement, only one comparative instance will be cited, many others might be added. In the great State of New York, with all of her Colleges, Normal Schools, Institutes, long terms of schools and general excellence of educational facilities, where it is natural to suppose that as large a per cent. of applicants for teachers' certificates would be worthy to receive the same as in Florida, the facts show that in 1898, out of 17,457 examinees for the various grades of county certificates, only 5,322 were successful. The statement has often been made that the New York Uniform Examination questions are not as difficult as those given in Florida, being urged in complaint against the Superintendent of this State for the rigidity of the examinations. Whether there be any truth in that complaint, I will not pretend to say, but now accept it as a fact, and in turn ask some one to explain why it is that only 30 per cent. of the applicants for certificates in New York obtained the same, while upwards of 67 per cent. were successful in Florida, both in the years 1897 and 1898. One of two things must be true; either that the teachers in Florida are more scholarly than those in New York, or that the examinations are conducted with greater leniency in the State of Florida. In the State of New York, there is an expert Committee to grade all the papers. In this State, the Committees are too often made up of young, and possibly, persons illy-prepared to keep the door that admits to the high profession of teaching. It may be due to knowledge of this fact that opposition to a District or State Grading Committee exists in some counties. I am satisfied that where this opposition exists, in most cases at least, there is really greater necessity for a



Grading Committee removed further from local influences and from sympathy for their immediate friends in the profession.

At any rate, the attention of the Legislature will be called to the fact that it might be well to provide Grading Committees in a different way and to throw additional safeguards around the conduct of the examinations, and I confidently expect that every truly professional and competent teacher resident in this State will approve of the advised change.

### RECOMMENDATIONS TO THE LEGISLATURE.

As stated in the Introduction to this Report, very little space will be consumed by myself in arguing the necessity or advisability of recommended changes in the law. It was desired in this Report to put the County Superintendents, and other school officers, in evidence, as they are more directly connected with the execution of the law and it is likely that their opinion will have more influence than the recommendations of one man.

#### 1. *School Census*:—

I recommend that the present law be changed so that the census shall be taken by the County Superintendent or School Board.

The present law is indefinite as to detail, places the responsibility upon too many to secure expedition and reliability; it fails to state clearly who shall pay for the work, or to provide any compensation for the one doing the clerical part of it. It also requires the taking of the census of all children "between the ages of 4 and 21" as well as between 6 and 21, the first being entirely superfluous work, as I know of no earthly use made of that information.

It might be a good idea to place the responsibility of the census upon the County Board of Public Instruction and to require each one, or his agent, for whom he should be responsible, to enroll the children in his own School Board District. Should he take it himself, the better acquaintance with his people and with the condition and needs of the schools which he would acquire, might be an incalculable benefit to him in the discharge of his official duties.

But the better plan would be to place the responsibility upon the County Superintendent. This has been recommended by every State Superintendent from the first to the present one, who had anything to do with the taking of a census. My immediate predecessor recommended that the duty be placed upon the County Superintendent and that he be paid four cents for each child enrolled. Other Superintendents have recommended that the compensation of



the County Superintendent be as much as five cents.

Section 260 of the Revised Statutes, or Section 76 of the School Compilation of 1897, requires that this census shall be taken again in 1900; I do most earnestly insist that this present Legislature will provide that it shall not be taken under the present law, with all the delay, annoyance and unreliability that must attach to work done by so many incompetent and irresponsible persons as are found among upwards of 2,500 school Supervisors. The operations of this law in taking the census in 1892 and 1896, was a clear illustration of the old saying, "Too many cooks spoil the broth."

## 2. *Teachers' Summer Schools:—*

I recommend that the appropriation made for Summer Schools for the past two years be made for the next two.

It is useless to argue the advisability of continuing this appropriation. It is well known to almost every one that every State and Territory now regard them as indispensable concomitants of the public schools, and liberal appropriations are made for their support, with the view of insisting upon and of improving a large class of public school teachers that cannot and will not take a course in a good Normal School.

Dr. J. L. M. Curry, agent of the Peabody Fund, recently wrote me as follows: "I shall be glad to renew the appropriation for Teachers' Institutes to the extent of \$1,200, provided your Legislature will supplement it by an equal or greater sum." You are referred to the reports of Summer Schools for the past two years, being Chapter II. of this Report, and also to the various allusions made to the same by the various County Superintendents in their Special Reports, found in Chapter VI., and to the discussion of Summer Schools by the State Convention of County Superintendents, beginning on page 426 of this Report. These Schools cannot be dispensed with so long as inexperienced and poorly prepared persons are permitted to play the role of teacher, and this will be the case everywhere until every teacher becomes a normal graduate or an expert in his profession—which means never.

## 3. *Amendments to the Examination Law:—*

I again recommend that Chapter 4331 of the Session of 1895, amending Chapter 4192, generally known as the Examination Law, be amended so as to limit the number of Second and Third Grade Certificates that may be issued to the same person; also, that Grading Committees be appointed differently from the plan now provided by law. It is gratifying to witness the unanimity with which the good results of the general features of this law are commended, both by school officers and teachers. Instead of discussing

here the necessity of the changes recommended, you are referred to what is said on "The Results of the Uniform Examination" on page 32, and to the various recommendations of County Superintendents in their Special Reports in Chapter VI., and to the discussion of the County Superintendents' Convention on this general topic, beginning on page 454 of this Report, and to Resolution 1 under Topic 10, found on page 487 of this Report.

#### 4. *Compulsory Education*.—

The County Superintendents, at their recent State Convention, adopted the following resolution:

"Resolved, That a compulsory education law be enacted in the State of Florida, requiring every child between the ages of 6 and 14 to attend school at least 80 days in every year; Provided, That such limitations shall be attached to the law as will not make attendance a hardship upon any child.

I, myself, favor the enactment of some such law, provided the provisions are not made too rigorous. The moral effect of such a law will very nearly accomplish its purpose without any costly machinery to enforce it. The fact that 27 States in the Union have such a law in force is strong argument in its favor. I am informed that the operation of the law is commended wherever its execution has been wise and conservative. On this point I have not thoroughly investigated. I am also informed that the Commissioner of Education of the United States commends a conservative and wisely executed law upon this subject. I have not taken the trouble to ascertain positively his position in regard to it.

#### 5. *Sub-District Laws*.

I recommend that Chapter 4336, Session Laws of 1895, be amended so as to simplify and make clearer all the provisions necessary to establish a sub-district, and to levy the tax; and that the duties and relations of Trustees to other officers be clearly defined.

An examination of Chapter VI. will show that nearly every Superintendent, in Counties where sub-districts are established, makes such a request. See also the discussion of the Convention of County Superintendents on this subject, beginning on page 471 of this Report, and a Resolution, found on the last page of the Report. In obedience to this Resolution, the bill submitted by Superintendent Young, of Citrus County, will be revised by myself, and it is hoped it will be enacted and all other laws on the subject repealed as a whole.

#### 6. *Primary Certificates*.

I recommend that a Special Certificate, leading up to a

Primary Life Certificate, good only in the Primary Department of Graded Schools, be provided for by law. For argument upon this subject, see page 24 of the Report of this Department for 1896, also page 459 of this Report and Resolution 2 on page 487, adopted by the County Superintendents in Convention assembled.

#### 7. *Course of Study.*

I recommend that Penmanship be restored to the Course of Study on which all teachers must be examined, and that Book-keeping be required in the examination for teachers' First Grade Certificates. The first part of this recommendation was endorsed in Resolution 6 of the recommendations of the County Superintendents' Convention, found on page 488, but the recommendation in regard to Book-keeping was lost, as will be seen by Resolution 7, found on the same page. Nevertheless, I believe that the principles of all leading Graded and High Schools should be prepared to teach at least the elements of this science, hence the recommendation made to the last Legislature is renewed.

#### 8. *Text-Book Law.*

I recommend that a Text Book Law providing for County Adoptions be enacted.

The State is entirely without any law upon the subject, since the law of 1893 was left out in the codification of the Revised Statutes. After conference with myself and others, Superintendent Buchholz, of Hillsborough, prepared and submitted to me, a bill providing for county adoptions, which, with some revisions will be presented to the Legislature for action thereon.

There are many in the State favoring State Uniformity, others, the creation of a Book Commission whose duty it shall be to examine books and to recommend two or more texts on each subject from which County Boards shall make adoptions. I am somewhat inclined to the latter course, but make no such recommendation, as the text book question is a very serious and complicated one, and any school officer taking a decided stand upon this question is liable to have his good name besmirched.

Notwithstanding the great amount of literature in opposition to State Uniformity, or State Advisory Committees, profusely and promiscuously circulated by capital invested in School book publications, I am unable to see why such provision wisely, judiciously, conservatively and incorruptably administered would prove a detriment to the State. Such a law seems necessary to throw some kind of safeguard around the

adoption of books, as well as to institute some degree of progress in the selection of books in many of the weaker counties, and it might be made so flexible that the counties more capable of discharging this duty for themselves, may not be retarded in progress. Every utterance on an educational platform in opposition to any species of State Uniformity seems to be more or less suggested by those engaged in the manufacture of books. Such utterances, it matters not by whom made, bear the marks of being, to a greater or less extent, a rehash of what has already been published upon the subject; but when some one else delivers himself, the essay or oration is immediately printed and spread broadcast in the territory which it is liable to affect. In the face of all this effort at creating adverse sentiment, if it were possible to insure a pure and wise execution of such a law, I am unable to see any arguments against an Advisory Book Commission. But should a mistake be made, I readily confess that with State adoption, or limited State supervision under the provision of an Advisory Committee, it would be far reaching in its consequences, hence, as I could not insure such an administration, and as the question is a mooted one, I abstain from recommending more than a law providing for county adoption of books. I find in me a spirit that resists to the utmost a seeming effort of organized capital to tutor the utterances of the educational press and speakers and to influence official recommendation and action as though the administration of schools were a partitive one, one factor being the book companies, the other the officers legally charged with school government.

For the discussion upon this subject by the Superintendents of the State, you are referred to page 465 of this Report, also to Resolution No. 8 on page 488.

#### 9. *Collection of Poll Taxes.*

I recommend that some law be enacted that will insure better collection of the poll taxes.

In consenting to the Constitutional Amendment taking fines and forfeitures from the school fund, as the amount received from that source was very small, and as the large fund that should arise from this source was largely lost to every Department of State, it was understood that compensation should be made to the school fund by providing that poll taxes should be more uniformly collected. An examination of the amount of poll tax reported as collected, in this and previous Reports, will disclose the fact that no such compensation has as yet accrued in the aggregate to the school funds of the State. I sincerely believe that the head of every family enjoying the benefits of the public schools should be forced to contribute at least \$1 towards their support.

10. *Abolish the 5-Mill Maximum and Give to County School Boards the Undisputed Right to Fix the Levy.*

For argument upon this subject see the recommendation, direct or implied, in the Special Report of nearly every County Superintendent, recorded in Chapter VI. of this volume. See also the discussion upon this subject, beginning on page 442, also Resolutions 3 and 4 on page 488.

I must be permitted to make a short argument upon this almost unanimous endorsement of County Superintendents, and of many of the School Boards in the strongest financial counties in the State. It is claimed that in asking for this amendment to the Constitution, it is only asking local option, or the right of voters of each county to tax themselves as they may desire for the support of public education. In placing the authority to make the county levy in the hands of a County School Board, elected by the voters of each county, every two years, is virtually placing in the hands of the people the option to tax themselves. The cry comes up from nearly every county that the school funds are inadequate, though 34 counties are already levying the maximum limit, and many are striving to provide better school facilities through the vexing and often disappointing sub-district system.

The opinion largely prevails that the public school system has about attained its growth, and will largely fail to meet public expectation in its results unless more funds are provided. Meeting the demands for larger and better adapted school buildings, which is imperative and almost universal throughout the State, is out of the question unless this restrictive limit, which is not placed upon the taxes for any other purposes, be removed.

One epoch in the evolution of the public school system, the most laborious and trying one, that of organization and establishment, may be said to be now complete. Public education is, and will be henceforth, recognized as one of the fixed, best paying and most responsible functions of State government. It is sincerely and heartily accepted by a majority of the voters that the obligation rests upon the State to do the *magnum opus* of public education. The school tax may be truly said to be paid more cheerfully than any other. The demand for longer terms and better schools is far beyond the ability of County School Boards to meet. The opinion generally obtains among school officers, and is shared in by myself, that the limit of public school development is about reached unless more liberal provisions are made, under the State Constitution, for the support of education.

Absolute illiteracy has been reduced, but there exists a large per cent. of comparatively illiterate, whose education is of such a character that they are lifted but a slight degree above the absolutely illiterate, if breadth of comprehension be taken into account. It is an old truism that "A little learning is a dangerous thing;" education, to be beneficial, must be of a kind and to a degree that broadens, develops judgment, and forms the foundations of character. This education must be of a different type to that usually acquired in a four months school, and it must be received through the medium of a better grade teacher than can often be secured for a large proportion of the public schools with the funds at command. The educational system of this State ranks well with other Southern States, where conditions are similar to our own, but if satisfied with the present status, the ideal of public education is altogether on too low a plane, and the public schools will prove in the end rather a curse than a blessing.

The assumption of the State to do the work of education has almost completely paralyzed private and individual efforts in that direction. Then, the State must rise equal to the demand, or retrogression in the average intelligence of the body politic will be the inevitable result. It is, then, a duty to make the public schools better, or it will be found that the Commonwealth has relatively lost by giving *the many* but a smattering of an elementary education, less profound and intense than was acquired by *the few* before the inception of State education. The institution of the public school produced a kind of leveling in education, and unless the general standard is elevated by longer terms and more skillful teaching, it will be found that the average of intelligence was greater when *the few* educated themselves to a high degree, and *the many* were practically in ignorance.

The present is in many respects a superficial age, in which sham and pretense have largely usurped the throne that should be occupied by worth and genuine interest. The enthronement of superficiality in places fit to be held only by the scholarly and profound, has everywhere been the concomitant of the introduction of universal education. The pettifogger usurps the prerogative of the jurist, the demagogue holds the seat of the patriot and statesman, the real teacher is supplanted by the boorish and more pretentious professor. This retrogression may proceed until every phase of life becomes thoroughly saturated with superficiality. Education may multiply while scholars diminish in number and in influence. It is time to call a halt in the



progress of the superficial, the sham and the pretentious. This condition has largely come through the introduction of an inadequate public school provision. As the retrogression largely came through the introduction of public education, the reformation should come through the public schools, by the establishing of longer terms and by providing and insisting upon more scholarly and professional teachers.

If any one will stop to consider the matter for a moment, he must know that it is but the pretense of an education that can be given to the youth of the State by an annual term of 80 days, which obtains in most of the counties. The State must be honest and not practice deception upon its coming citizens by deluding them with the notion that they are being better educated and prepared for honorable and responsible citizenship when it provides for them but a four-months school term under the tuition, to say the least, of a poorly qualified and indifferent instructor. If space permitted, I would like to say more upon this subject, but will add but one other point.

The change is in the organic law, and must be voted upon by the people of the State; and I fail to see how any one, claiming to be a Democrat, will refuse to submit to the people the right to say whether or not they shall be allowed to tax themselves more liberally for the education of their own children.

#### 11. *A free Scholarship in the State Normal.*

I recommend that a free scholarship be given in the State Normal School perpetually, good for two years to the same individual, for each county in the State. In support of this recommendation, the fact is cited that the State is now educating one military man for each county. It seems not an unreasonable thing that the teacher be put upon an equal footing with the soldier. Attention is called to a Resolution on this subject, found on page 489, adopted by the recent State Convention of County Superintendents.

Other recommendations on minor questions might be made, but they can be communicated otherwise to the Legislature.

## CHAPTER II.

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### Teachers' Summer Schools.

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Section 3, of Chapter 4566—"An Act to Provide for Teachers' Summer Schools and to make Appropriations therefor," reads as follows: "It shall be the duty of the State Superintendent of Public Instruction to submit a report to the next General Assembly, showing where and the number of such Summer Schools conducted, the number of teachers attending each by sex and race, the number of conductors of each school, the number of days service rendered by each, and submit vouchers for every dollar of the fund paid out."

A part of the fund supporting these schools was contributed by Dr. J. L. M. Curry, Agent of the Peabody Fund, to whom report also was required to be made. This was made to conform to the statutory provisions, so that the same report would answer both for the Agent, or Trustees of the Peabody Fund, and for the State Legislature.

The reports made to Dr. Curry for the years 1897 and 1898 will both be submitted here without *material* change, it being understood that wherever the name of Dr. J. L. M. Curry occurs, or reference is made to him, the General Assembly also is meant.

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EDUCATIONAL DEPARTMENT, STATE OF FLORIDA, )  
OFFICE OF W. N. SHEATS, SUPERINTENDENT, )  
TALLAHASSEE, Oct. 19, 1897. )

*Dr. J. L. M. Curry, Agent Peabody Fund,*

*1736 M. St., N. W., Washington, D. C.:*

DEAR SIR—The report of the Teachers' Summer Training Schools held in this State during the past summer is so delayed from various causes that I am almost ashamed to present it, especially after so many direct promises on my part to report with promptness. But I will not encumber the report with the many valid excuses for my tardiness.



## SUMMER SCHOOLS, "NOT INSTITUTES."

As this summer work among the teachers usually continues for two months in this State, and is not confined chiefly to lectures by alleged experts while their benighted hearers look on with admiration at their wonderful exhibition of knowledge, but actual recitations are interlarded with lectures and model lessons, these institutions in Florida are called "Teachers' Summer Training Schools." Our condition is yet such that the necessity still exists for teaching *the what* as well as *the how*.

## THE FUNDS.

You were notified last spring that the direct result of your address to our Legislature, on the 29th of April, was an appropriation of \$3,000 annually to be added to and to co-operate with the donation of the Peabody Trustees for the prosecution of this work. The amount of funds placed at my command this year was \$1,200 by the Peabody Trustees and \$3,000 by the State Legislature, a total of \$4,200.

## NECESSARY DELAY IN OPENING THE SCHOOLS.

The legislative appropriation on which your donation was based was not approved until June 5th, thereby requiring all of the preliminary work in establishing these schools, such as advertising for locations easy of access and securing cheap and ample boarding accommodations, selecting sites and faculties, and giving publicity to the same, had all to be done after that date. It was impossible to do this preliminary work successfully and open the schools earlier than July 12th.

## ATTENDANCE CREDITABLE.

It was so late before definite information could be given in regard to the Summer Schools, that several counties, having caught the inspiration that had gone out from this work from previous years, became restless with waiting for something definite and proceeded to hold institutes of several weeks' duration under *county auspices*, all of which were well attended; other counties, having given up all hope of Summer Schools, had arranged to open their regular public schools, some in July, others in August. All of this militated against the largest attendance. This can be avoided in the future, for the first time, as it will be known before the opening of the new year that Teachers' Summer Training Schools are provided for and will be held. Notwithstanding these disad-

vantages the attendance reported further on speaks for itself. Another year the schools will be advertised and opened earlier, and doubtless will be still more largely attended.

#### NUMBER OF SCHOOLS AND LENGTH OF TERMS.

In the advertising circular issued on the 25th of June and extensively circulated, 12 schools were proposed; 8 exclusively for white teachers, 6 of these to continue eight weeks; 2, one each at Mayo and Perry, designed to reach principally the teachers of the counties wherein located, were to continue for only *four* weeks; 3 were for the patronage of negroes alone; one, at Monticello, was arranged for the instruction of both whites and blacks, in separate departments. The negro population is so concentrated in certain sections of the State that the unequal number of schools is no injustice, nor bar to negro attendance, as the report of attendance will indicate.

#### REASON FOR CURTAILMENT OF TERM OF CERTAIN SCHOOLS.

On account of small attendance at White Springs, the school was closed at the end of the *first month*; the Brooksville school closed at the end of *six weeks*, as many of the teacher-pupils were under contract to begin their public schools before the Summer School would close; the same reason caused the school at Marianna to close at the end of the *seventh week*, while the other schools were all conducted for full the term of *eight weeks*.

#### NO FICTITIOUS ATTENDANCE REPORTED.

Attendance at all of the schools was restricted to *actual teachers*, and to persons qualifying to teach over sixteen years of age. Visitors and occasional attendants upon the popular lectures are not reported to *swell the count*, or to create exaggerated impressions of the magnitude of Summer School work.

Registers and blank forms for *weekly reports* were furnished to the principal of each school, who was required to call the roll and note absentees daily, and to make a full report to the State Superintendent at the close of each week, the correctness of which was required to be certified to both by the principal and his assistants. The statistics thus obtained and submitted should be worthy of credence.

#### ACTUAL ATTENDANCE.

The Grand Total in the following Table shows that there was a total enrollment of 717 actual and prospective teachers;

218 of these were males, 499 females. In 1896, there were 2,500 teachers, 1,929 white, 579 negro, employed in the whole State. The enrollment in the Summer Schools was upwards of 28 per cent. of the whole number; about 20 per cent. of the whole number of white teachers, and upwards of 57 per cent. of the whole number of negro teachers.

The total average daily attendance of 497, out of an enrollment of 717, gives an average daily attendance of over 69 per cent., which is above the average school attendance in the State.

Again, a total of 148 male and 313 female teachers, making a total of 461 *actual teachers*, is demonstration that the attendance upon Teachers' Summer Training Schools is not confined to children, as has been falsely asserted.

In further evidence that *bona fide teachers* attended these schools, attention is directed to Table II.

**TABLE I—SHOWING, (1) THE LOCATION OF SUMMER SCHOOLS; (2) ENROLLMENT; (3) AVERAGE NUMBER IN DAILY ATTENDANCE; (4) THE NUMBER WHO HAVE, AND HAVE NOT TAUGHT.**

WHITE SCHOOLS.										
Location of Schools.	Enrollment.			In Daily Attendance.			Who have Taught.		Who have not Taught.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
Milton.....	16	32	48	8	21	29	12	20	4	12
Monticello. . . .	8	26	34	4	18	22	5	14	3	12
Mayo.....	16	8	24	14	8	22	10	6	6	3
Perry.....	15	8	23	12	6	18	7	4	8	4
White Springs. .	7	17	24	5	11	16	4	8	3	9
Palatka.....	16	35	51	8	20	28	12	21	4	14
Brooksville.....	10	29	39	8	21	29	4	17	6	12
Orlando.....	17	82	99	12	61	73	9	71	8	11
Punta Gorda.....	20	23	43	14	11	25	14	11	6	12
Total White. . . .	125	260	385	85	177	262	77	172	49	88

NEGRO SCHOOLS.										
Marianna.....	39	13	52	20	9	28	20	7	9	6
Monticello . . . .	25	27	52	12	17	29	20	19	5	8
Jacksonville. . . .	28	132	160	17	104	121	19	74	4	48
Ocala.....	16	77	93	9	48	57	12	41	4	36
Total Negro.....	98	239	337	58	177	235	71	141	22	98
Total White.....	125	260	385	85	177	262	77	172	49	88
Grand Total . . . .	218	499	717	143	354	497	148	313	70	186

**TABLE II—SHOWING THE GRADES OF TEACHERS' CERTIFICATES  
HELD BY THE STUDENTS IN SUMMER SCHOOLS.**

WHITE SCHOOLS.								
Name of School.	First Grade.		Second Grade.		Third Grade.		No Certifi- cate.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Milton .....	6	2	2	8	4	10	4	12
Monticello .....		*2	2	7	1	6	4	11
Mayo .....	5	1	5	3	2	3	4	1
Perry .....			3	1	4	2	8	5
White Springs	1	1	1	6	1	2	3	9
Palatka .....	2	1	5	15	5	10	4	9
Brooksville....	5	9	1	8	0	3	4	9
Orlando .....	1	4	5	33	3	13	8	32
Punta Gorda...	5	3	4	3	5	4	6	13
Total White.	25	23	28	84	25	53	45	101

**NEGRO SCHOOLS.**

Marianna.. ..			7	2	18	7	9	4
Monticello .....	2		8	5	9	13	6	9
Jacksonville..	8	4	7	28	9	42	4	48
Ocala .....		1	6	17	3	24	7	35
Total Negro.	5	5	28	52	34	86	26	96
Total White.	25	23	28	84	25	53	45	101
Grand Total.	30	28	56	136	59	139	71	197

\*One pupil held a State Certificate.

**TABLE III.—SHOWING THE DISTRIBUTION OF ATTENDANCE BY  
COUNTIES AND RACE.**

COUNTIES.	Whites.	Negroes.	Total.
Alachua.....	1	.....	1
Brevard.....	1	.....	1
Calhoun.....	3	.....	3
Citrus.....	1	.....	1
Clay.....	.....	1	1
Columbia.....	8	.....	8
DeSoto.....	34	.....	34
Duval.....	1	138	139
Escambia.....	1	.....	1
Franklin.....	2	.....	2
Gadsden.....	.....	1	1
Hamilton.....	14	.....	14
Hernando.....	26	.....	26
Hillsborough.....	3	1	4
Holmes.....	2	.....	2
Jackson.....	.....	40	40
Jefferson.....	28	39	67
Lafayette.....	21	.....	21
Lake.....	3	1	4
Lee.....	.....	1	1
Leon.....	2	1	3
Levy.....	1	1	2
Madison.....	5	7	12
Manatee.....	3	.....	3
Marion.....	7	83	90
Monroe.....	.....	2	2
Nassau.....	.....	2	2
Orange.....	93	2	95
Osceola.....	4	1	5
Pasco.....	3	.....	3
Polk.....	5	1	6
Putnam.....	45	6	51
Santa Rosa.....	43	.....	43
Sumter.....	2	.....	2
Suwannee.....	5	.....	5
Taylor.....	19	.....	19
Wakulla.....	1	.....	1
Walton.....	1	.....	1
Washington.....	1	1	2
From Other States.....	1	3	4
<b>Totals.....</b>	<b>385</b>	<b>332</b>	<b>717</b>

*Table II* shows that an aggregate of 499 teachers' certificates were held by students in the Summer Schools, divided as to grade as follows: One State, 58 First Grade, 192 Second Grade, 198 Third Grade. Their division as to sex and race may be seen from the Table. This is refutation of the allegation, that "the majority of the students attend Summer Schools to prepare them to obtain certificates, not to become more scientific teachers."

*Table III* shows that 39 out of the 45 counties in the State had some representation in one or more of these schools, though the attendance was small from nearly every county except from those in which a school was located. This fact may suggest the necessity, in order that the best results may be obtained, of abandoning the system of sending out the instructors by couples and of seeking to group the attendance of several counties at one school, substituting in lieu thereof, a school for each county and providing one strong instructor for each school. I would gladly receive suggestions from yourself and other eminent sources on the advisability of adopting this latter plan.

#### CHARACTER OF INSTRUCTORS EMPLOYED.

If variety and mixing of ideas are desirable, such has been the educational importation into this State that it is most fortunate in being able to obtain resident instructors representing many different States and educational institutions. The faculty given below is, as a whole, as strong as could be obtained within this State, and possibly in most other States; and hardly no two are natives of the same State, and, I believe, no two received their education at the same institution.

The work of the General Lecturer, Supt. L. W. Buchholz, a German by birth and education, a teacher both in Germany and the United States, now for many years an enthusiastic Superintendent of one of the most progressive counties in this State, was an attractive feature of each school for one week. Seldom have our teachers received so much practical instruction in the true art of teaching in the same length of time. Mr. Buchholz is purely scientific and psychological in his methods.

Speaking of them as a whole, we are proud of the Summer School instructors that Florida is able to produce.

The following Table gives the names of the instructors in each school, the number of days service rendered by each, and the actual amount of money each received:

**TABLE IV.—Showing, (1) The Instructors in Each School; (2) The Number of Days Taught; (3) The Amount of Traveling Expense and Salary Paid to Each.**

Name of School	Name of Instructors	No. Days Taught	Amount Paid Each for		
			Traveling Expense	Salary	Total
Milton.....	H. C. Graham, Principal	40	\$19 10	\$200 00	\$219 10
	W. S. Cawthon, Assistant	40	2 30	120 00	122 30
	I. I. Himes, Principal	40	5 55	200 00	205 55
Monticello, .	Thos. R. Parker, Assistant	40	8 75	150 00	158 75
	John J. Farle, Assistant	40	6 70	150 00	156 70
Mayo.....	W. A. Little, Principal	20	1 75	75 00	76 75
Perry.....	W. A. Little, Principal	20	6 55	75 00	81 55
White Springs	W. E. Knibbe, Principal	20	3 75	100 00	103 75
	Thos. B. Kirk, Assistant	20	.....	75 00	75 00
	J. H. Fulks, Principal	40	4 25	200 00	204 25
Ialaska, . . .	Miss Madge D. Lee, Assistant	40	.....	120 00	120 00
	J. M. Williams, Principal	30	6 45	150 00	156 45
Brooksville..	Mrs. Beulah A. Warner, Ass't	30	1 60	80 00	81 60
	Dr. W. F. Yocum, Principal	40	2 45	200 00	202 45
Orlando.....	F. R. Ship, Assistant	40	70	150 00	150 70
	Arthur Williams, Principal	40	3 60	200 00	203 60
Punta Gorda	Miss Benella Davenport, Ass't	40	8 10	120 00	128 10
	H. W. Demilly, Principal	35	2 75	131 25	134 00
Marianna . .	E. W. Barrington, Assistant	35	1 75	105 00	106 75
	Tom F. McBeath, Principal	40	.....	200 00	200 00
Jacksonville	W. L. Floyd, Assistant	40	2 40	150 00	152 40
	Henry F. Bennett, Principal	40	1 60	150 00	151 60
Ocala... . .	Josiah Vain, Assistant	39	4 05	146 25	150 30
General Lecturer	L. W. Buchholz, . . . . .	40	106 25	200 00	306 25
			\$201 70	\$3,487 50	\$3,689 20

### COMPLETE FINANCIAL STATEMENT.

#### WM. N. SHEATS TO SUMMER SCHOOL FUND.

DR.		
To State Appropriation . . . . .		\$3,000 00
To Peabody Donation . . . . .		1,200 00
CR.		
By printing Course of Study, etc. . . . .	\$ 31 00	
By expenses of J. H. Fulks in preparation of Course of Study . . . . .	8 20	
By expenses of Dr. W. F. Yocum in preparation of Course of Study . . . . .	22 80	
By expenses of L. W. Buchholz in preparation of Course of Study . . . . .	26 00	
By one half traveling expenses of the State Superintendent . . . . .	50 00	
By balance due I. I. Himes for Summer School of 1895 . . . . .	25 00	
By balance due O. P. Steeves for Summer School of 1895 . . . . .	25 00	
By balance due J. B. Parkinson for Summer School of 1895 . . . . .	37 50	
By cost of Instructors itemized above . . . . .	3,689 20	
<b>Total</b> . . . . .	<b>\$3,974 20</b>	
<b>Balance to credit of the Fund</b> . . . . .	<b>285 80</b>	
		<b>\$4,200 00    \$4,200 00</b>



The above balance is due to the fact that it was found expedient to close certain schools earlier than had been arranged. It will be applied to the schools of next year.

Vouchers are filed in my office, with duplicate receipts, for *every dollar paid out*.

I send you herewith \$1,200 in receipts for the amount of the Peabody Donation.

#### APPRECIATION OF THE WORK.

I believe that every Summer School, without exception, before closing its exercises, adopted resolutions expressing great gratitude to the Trustees of the Peabody Fund, and to yourself in particular, for the impetus which you have given to "Teachers' Institutes" through the instrumentality of your fund, and they beg for a continuance of these opportunities.

No opposition will be found to Teachers' Summer Training Schools on the part of those who participate in them; if any is expressed, it is by those who do not attend them and who do not manifest enough interest in their profession to make efforts to progress therein.

Again, thanking you personally and, through you, your Board of Trustees, for the assistance rendered me in my work and the courteous treatment I have always received at your hands, I beg to remain

Yours most sincerely,

WM. N. SHEATS,

State Superintendent of Public Instruction.

EDUCATIONAL DEPARTMENT,  
STATE SUPERINTENDENT'S OFFICE,  
TALLAHASSEE, FLA., Sept. 1, 1898. }

*Dr. J. L. M. Curry, Agent Peabody Fund,*

*1736 M. St., N. W., Washington, D. C.*

DEAR SIR—It is my pleasing duty to report to you, for this year, the largest enrollment ever recorded in the Teachers' Summer Training Schools of this State, the same being in excess of the enrollment of 1897 by 43 per cent., of 1896 by 69 per cent., of 1895 by 102 per cent.

#### CAUSES OF INCREASE IN ATTENDANCE.

This large increase in attendance was due to three principal causes: *Firstly*, The fact being known that Legislative appropriation had been made and that your donation was

promised, removed all doubt that the schools would be held, and induced teachers to begin savings to enable them to attend, it also rendered it possible to make definite arrangements to open the school for each section at the most favorable time for insuring good attendance.

*Secondly*, The number of schools was increased from 12 separate schools last year to 18 this year, thereby bringing them within easier reach of a greater number of teachers. The 12 schools of last year comprised 9 departments for the instruction of white teachers and 4 for negroes; the 18 schools of this year provided 16 departments for whites and 8 for negroes, thus practically affording 24 schools. Two of these schools, one each at Quincy and Palatka, were for negroes alone; 6 others contained departments for both races, conducted by the same corps of teachers alternating between separate buildings for the two races.

*Thirdly*, The *prime cause* for the large attendance consisted of a greater appreciation of the advantages to be obtained at the Summer Schools, demonstrated by past experience of their actual and practical results. Not only is the *methodology* of the attendants upon these schools perceptibly enhanced, but their scholarship is improved, and those teachers who have made a practice of attending are constantly raising the grade of their certificates, besides being quickened and enriched in every way as teachers. They become more successful, have created within them loftier ideals, and acquire more self-confidence as well as art in the work of their profession.

#### THE GROWTH HEALTHY, AND TO WHOM DUE.

The assertion cannot and will not be denied that the teachers of Florida have made rapid advancement, in every respect, during the past six years, and the thanks of both teachers and patrons of our public schools are justly due to you and to the Trustees of the Peabody Fund for your donations, which rendered possible the success of a movement that has given new impetus to the work of education. You inaugurated this noble work six years ago through a donation of \$1,400, giving an almost equal amount yearly since that date, the value of which, in potential results, at first, was but indifferently appreciated; now, the Teachers' Summer Schools have become a necessity to the successful administration of the educational system of the State, and they are, happily, so regarded, by both teachers and patrons.

Largely through *your personal efforts* our State Legislature last year, supplemented the customary donation from your fund with an appropriation which went far towards insuring

the success of the schools. Besides this, the conditions of the Peabody donations prescribed by your wisdom and forethought, resulted in additions for several years to the sums you donated, from School Boards and communities, which, with the legislative appropriation, make an average of \$2 contributed within the State for the prosecution of these schools, for every one donated by your Board. It is needless to add, that the supplements made to your generous gifts have resulted in an increased appreciation, on the part of the people contributing these supplements, of the benefits of the system thus so successfully inaugurated. The true friends of the sacred cause of popular education will never cease to render hearty thanks to the wise and liberal assistance rendered this State from the Peabody Fund.

#### CHANGED CHARACTER OF THE SCHOOLS.

At the beginning of this movement, the Summer Schools were confined almost exclusively to the work of improving the *scholarship* of the teachers, but year by year the instruction has embraced more and more the "*How to Teach*;" while this year there was more of the method, the science and the art of teaching in the work of the schools than ever before. This was possible because the scholarship of the teachers had been constantly improving through the work of the Summer Schools and the influence of the State Uniform Examinations.

#### INCREASE IN NUMBER OF SCHOOLS AN EXPERIMENT.

The fact having been noted in previous years that the bulk of the attendance was from the counties in which the schools were located, and that it was difficult to induce a considerable number of the teachers of any county to attend a school located in another at a distance, many pleading want of ability from scant earnings, it was determined to try the experiment of increasing the number of schools so as to place one within easy reach of as many teachers as possible, and thus ascertain if they really desired to enjoy the benefits of the system. The largely increased attendance of this year abundantly demonstrates the success of the experiment, and assures the existence of a genuine appreciation of the advantages offered, as well as a promise of future increased interest in the work.

#### DISADVANTAGES OF THE INCREASE IN SCHOOLS.

While the attendance was increased 43 per cent. over that of the past year, the experiment of increasing the number of schools encountered one disadvantage, or drawback, which can only be overcome in the future by an increase in the re-

sources of the system, either through a larger appropriation by the Legislature, or an increase in the amount of the Peabody donation, or both. It was found to be impossible to continue all of the schools for the full term of *two months*, as originally contemplated, as will appear from the Statistical Tables appended to this Report (Table IV Appendix). The terms varied in length from *four* to *eight* weeks, according to the progress and attendance developed in each. *It was deemed better to give the teachers of two counties each, the benefits of one month's instruction rather than to continue for two months a school reaching, practically, the teachers of but one county.*

You will observe from the Tables that no school lasted for a shorter term than *four* weeks, several continued for *five* weeks, some for *six*, one for *seven*, and one for the full term of *eight* weeks. Several schools in which the attendance and interest manifested was very gratifying had to be closed at the end of *four* weeks in order that the funds might hold out, the schools with the largest attendance, in proportion to the total number of teachers within easy access, being granted the longest terms.

#### DISPARITY IN RACE DEPARTMENTS.

One unacquainted with the conditions in this State, and noticing that there were 16 departments for the instruction of white pupils and only 8 for negroes, might conclude that there was discrimination against the latter. Such was not the case, for while the white population is not quite double that of the negro, still the negro population is not so well distributed over the State, the great majority of them residing in about 11 of the 45 counties. Reference to the last Bi-ennial Report of this Department will disclose the fact that some counties failed to report a single school for negroes, while in many others the number of negro schools is very small, and in these the teachers often have their permanent homes in the counties most largely populated by their race.

With this explanation it will be readily seen that the 8 schools, or departments, for the instruction of negro teachers, located judiciously, afforded facilities for the teachers of that race quite equal in all essential respects to those enjoyed by the whites. For one fact I am unable to account, that the attendance of negro teachers last year, with only 4 schools, was 332, over 57 per cent. of all the negro teachers in the State, while with 8 schools this year the attendance reached only 293. It may be due to one, or in part to all, of the following sup-

posed conditions: Worse financial condition, a greater number being in possession of Teachers' Certificates, decreased interest, or to the fact that some School Boards opened their regular schools while the Summer Training Schools were in operation.

#### CO-OPERATION OF SCHOOL BOARDS WILL BE REQUIRED.

This year several School Boards, after the location of Summer Schools had been determined, decided to begin the County Schools, thereby preventing the attendance of some who desired and would have attended the Teachers' Schools. Any School Board asking the location of a Teachers' Summer Training School in its county in the future, will be required to make a pledge not to open the public schools until the Teachers' School is closed. If this contract be broken, the Teachers' School will not be held, or will be promptly closed if in operation. It does not admit of question that the attendance of many teachers was prevented by want of proper co-operation on the part of a few School Boards.

#### ATTENDANCE BONA FIDE.

As was stated in my Report of last year, the attendance at all of the schools was restricted to *actual teachers* and to persons over 16 years of age *qualifying to teach*. Visitors and occasional attendants upon the popular lectures of the school are not reported to *swell the count*, or to create exaggerated impressions of the magnitude of the Summer Schools. The principal of each school was required to keep a register of the daily attendance and to report in detail, on blanks furnished, to the State Superintendent at the close of each week. Each report was certified to by the principal and his assistants. A sample blank report required to be made weekly by the instructors in each school is appended to this Report as *Table I*.

#### ANALYSIS OF TABLES.

Included in an Appendix to this Report will be found the following *Statistical Tables*, giving in detail the facts of the several schools, as they are required, in the act making the Summer School appropriations, to be reported to the Legislature:

*Table I.* Shows the location of each school, the enrollment and average attendance by sex and race.

*Table II.* Shows the grade of certificate held by those attending the schools by sex and race.

*Table III.* Gives the distribution of attendance by counties and by races.

*Table IV.* Shows the instructors employed in each school, the number of days' service rendered and the amount paid each.

*Table V.* Contains a *sample blank report* required to be made weekly by the instructors of each school.

*Table VI.* Gives a complete financial exhibit to be accompanied by vouchers.

#### OBSERVATIONS ON TABLES.

*Table I.* From this we gather the following facts: That the total enrollment in all the schools was 1022; that the enrollment consisted of 729 white teachers and 293 negroes, the former being 36 per cent., the latter 46 per cent. of all the teachers employed in the State for the year 1897.

The *average daily attendance* upon all the schools was 671, of whom 477 were whites and 194 negroes. The number of *actual teachers* was 682, of whom 487 were whites and 195 were negroes. Those expecting to become teachers numbered 340, of whom 242 were whites and 98 were negroes.

*Table II.* This Table discloses the fact that 91 white teachers and 9 negroes held First Grade Certificates; 291 whites and 75 negroes held Second Grade Certificates; 117 whites and 85 negroes held Third Grade Certificates; 230 white students and 124 negroes held no certificates, but were preparing for the autumn examinations with the intention of becoming teachers. Six of those rated as holding First Grade, held Life Certificates. The distribution of the certificate holders as to sex may be gleaned from the Table, if desired. The fact that over 65 per cent. of the students enrolled were already in possession of legal authority to teach, demonstrates two things: 1st, That attendance upon these schools is based upon the desire to get professional training, and not merely to be assisted in getting a teacher's license; 2d, That the practical value of the schools goes immediately to the pupils in the *public schools*, through the advantages derived therefrom by the *actual teachers* of the State.

*Table III.* It will be seen from this Table that every county in the State, save two, was represented in the Summer Schools. It may be added that the influence of these schools is felt beyond the counties in which they are located, and has served to establish and maintain, under county auspices, for several weeks, Institutes or Training Schools; in counties not directly reached by the general State movement. It is not

claiming too much, when it is said that county movements in this direction grew out of the influence set to work by the Summer Schools inaugurated with donations from the Peabody Fund.

*Table II.* This Table gives the names of the instructors employed in each school, the number of days taught, and the amount paid to each. The fact that all the schools were not taught at the same time, rendered it possible to secure the services of the same instructor in more than one school, which was an advantage.

This body of teachers, as a whole, is as strong as could be obtained in this State, and, possibly, in most any other single State. In nativity, hardly more than two of them would represent the same State; a like diversity obtains in the educational institutions from which they were graduated.

*Table V.* This simply presents a blank form of the report required to be made weekly to my office from each Summer School.

*Table VI.* This exhibit shows the whole amount of money put at my disposal, the sources from which it was received, for what and to whom it was disbursed. Vouchers attesting the facts accompany this Report. I have credited myself with a portion of my traveling expenses in connection with the Summer Schools, because it was impossible to purchase mile-books from the railroads in this State, and the uniform rate of *four cents a mile* had to be paid for all the travel so large a number of schools necessitated. It would have completely exhausted the State allowance for my traveling expenses and left nothing for the usual traveling expenses required in the discharge of ordinary official duties.

#### EXPRESSED APPRECIATION OF YOUR WORK.

I have no doubt that it would please you and your Board to read many of the resolutions adopted by the teachers at the close of these schools, expressive of their appreciation of the benefits derived from the schools, their thanks to the managers of the Peabody Fund for the inauguration of the enterprise, and to others connected with the schools, but as this report is already lengthy and tedious, copies of these resolutions will not be appended here, but should you desire to see them as printed in various publications, I will take pleasure in collecting and forwarding them to you.

The opposition to Summer Schools in this State is confined to a few *back numbers* who persist in not attending the schools, to an occasional disappointed applicant for the posi-

tion of instructor in one of them, and to such persons as either of these may be able to influence.

As the representative of the great army of teachers and pupils that have received benefits from this enterprise, I extend thanks to you and to the Peabody Trustees for the wisdom and beneficence of your gifts.

I thank you personally for the assistance you have rendered me in my efforts to elevate the standard of the schools in my State, as well as for the kindly suggestions and courteous treatment I have uniformly received at your hands.

Accept this as my Report of the Summer Training Schools, or Institutes, in Florida, for the year 1898.

Yours most obediently,

WM. N. SHEATS,

State Superintendent Public Instruction.



# APPENDIX.

BLE I—SHOWING, (1) THE LOCATION OF SUMMER SCHOOLS; (2) ENROLLMENT; (3) AVERAGE DAILY ATTENDANCE.

## WHITE SCHOOLS.

Location of School.	Enrollment.			Average Attendance.			Actual Teachers.		Expectant Teachers.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
Bartow.....	36	78	114	18	48	66	22	49	14	29
Chipley.....	26	24	50	14	14	28	16	18	10	6
Fernandina.....	1	8	9	1	7	8	1	5	.....	3
Dade City.....	14	27	41	8	19	27	11	13	3	14
Jacksonville.....	4	56	60	3	35	38	3	47	1	9
Umatilla.....	16	14	30	14	13	27	7	3	9	11
Lake City.....	3	20	23	2	14	16	3	8	.....	12
Tampa.....	33	95	128	17	57	74	23	78	10	17
Kissimmee.....	15	33	48	9	21	30	12	19	3	14
Crawfordville.....	12	7	19	10	5	15	8	5	4	2
Pensacola.....	2	57	59	2	38	40	.....	40	2	17
Madison.....	7	20	27	4	10	14	4	12	3	8
Gainesville.....	11	38	49	9	26	35	7	24	4	14
Bronson.....	11	18	29	10	15	25	7	9	4	9
Titusville.....	1	28	29	1	22	23	1	23	0	5
Perry.....	7	7	14	6	5	11	5	4	2	3
Total White ...	199	530	729	128	349	477	130	357	69	173

## NEGRO SCHOOLS.

Fernandina.....	17	30	47	13	27	40	10	18	6	13
Quincy.....	12	19	31	7	13	20	11	9	1	1
Palatka.....	8	21	29	6	14	20	8	10	.....	1
Madison.....	16	11	27	11	8	19	12	4	4	
Tampa.....	6	18	24	3	10	13	6	16	.....	
Pensacola.....	6	21	27	3	16	19	4	13	2	
Lake City.....	16	27	43	7	14	21	10	16	6	
Gainesville.....	26	39	65	16	26	42	18	30	8	
Total Negro.....	107	186	293	66	128	194	79	116	27	
Total White.....	199	530	729	128	349	477	130	357	69	
Grand Total....	306	716	1022	194	477	671	209	473	96	

**TABLE II—Showing the Grades of Teachers' Certificates Held by Students in the Summer Schools.**

**WHITE SCHOOLS.**

Name of School.	First Grade.		Second Grade.		Third Grade.		Without Certificate	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Bartow.....	4	6	13	23	4	19	15	30
Chipley.....	3	1	10	7	4	8	9	8
Fernandina.....		1		2		1	1	4
Dade City....	2	1	1	7	4	6	7	13
Jacksonville..	2	*9	1	38	1	7	...	2
Umatilla.....	2		9	3		2	5	9
Lake City....	1	2	1	5		3	1	10
Tampa.....	4	18	20	52	4	9	5	16
Kissimmee.....	3	3	6	9	2	6	4	15
Crawfordville.....			5	3	3	2	4	2
Pensacola ..		*9		24		7	2	17
Madison.....			2	10	1	5	4	5
Gainesville.....	5	9	1	10	1	5	4	14
Bronson ..	1		4	6	2	4	4	8
Titusville.....		5		13	1	3	...	7
Perry.....			3	3	2	1	2	3
Total White. .	27	64	76	215	29	88	67	163

**NEGRO SCHOOLS.**

Fernandina.....	2		5	5	1	9	9	16
Quincy.....			1	1	9	8	2	10
Palatka.....	1	1	6	5	1	4	...	11
Madison.....	1		6	1	3	3	6	7
Tampa.....			3	7	2	7	1	4
Pensacola.....		3	1	7	3	2	2	9
Lake City.....			6	7	6	10	4	10
Gainesville....	1		8	6	7	10	10	23
Total Negro.....	5	4	36	39	32	53	34	90
Total White ..	27	64	76	215	29	88	67	163
Grand Totals.....	32	68	112	254	61	141	101	253

\*Including three primary life certificates.

**TABLE III.—SHOWING THE DISTRIBUTION OF ATTENDANCE BY COUNTIES AND RACES.**

Counties.	Whites.	Negroes	Total.
*Alachua . . . . .	34	61	95
Baker . . . . .	2	.....	2
Bradford . . . . .	3	.....	3
†Brevard . . . . .	23	.....	23
Calhoun . . . . .	1	.....	1
Citrus . . . . .	3	.....	3
Clay . . . . .	1	.....	1
*Columbia . . . . .	19	39	58
Dade . . . . .	3	.....	3
DeSoto . . . . .	6	.....	6
†Duval . . . . .	56	5	61
*Escambia . . . . .	57	27	84
Franklin . . . . .	3	1	4
†Gadsden . . . . .	1	27	28
Hamilton . . . . .	.....	1	1
Hernando . . . . .	2	.....	2
*Hillsborough . . . . .	111	17	128
Holmes . . . . .	6	.....	6
Jackson . . . . .	8	.....	8
Jefferson . . . . .	1	2	3
†Lake . . . . .	31	1	32
Lee . . . . .	1	.....	1
Leon . . . . .	3	4	7
†Levy . . . . .	28	1	29
*Madison . . . . .	23	25	48
Manatee . . . . .	8	.....	8
Marion . . . . .	4	3	7
Monroe . . . . .	3	.....	3
*Nassau . . . . .	10	48	58
Orange . . . . .	19	2	21
†Osceola . . . . .	34	.....	34
†Pasco . . . . .	42	.....	42
†Polk . . . . .	106	.....	106
†Putnam . . . . .	2	20	22
St. Johns . . . . .	.....	1	1
Santa Rosa . . . . .	2	.....	2
Sumter . . . . .	2	.....	2
Suwannee . . . . .	1	3	4
†Taylor . . . . .	14	.....	14
Volusia . . . . .	2	4	6
†Wakulla . . . . .	14	.....	14
Walton . . . . .	1	.....	1
†Washington . . . . .	35	.....	35
Other States . . . . .	4	1	5
<b>Totals . . . . .</b>	<b>729</b>	<b>293</b>	<b>1022</b>

\*School for both races located in this county.

†School for whites located in this county.

‡School for negroes located in this county.

TABLE IV.—Showing the Instructors in Each School, the Number of Days Taught, and the Salary Paid to Each.

Name of School.	Name of Instructors.	No. Days Taught.	Salary Paid Each
Bartow....	Arthur Williams, Principal.....	20	\$ 100 00
	Mrs. L. B. Mathes, Assistant....	13	58 25
	J. L. Hollingsworth .....	5	18 75
Chipley ..	W. S. Cawthon, Principal.....	30	150 00
	Miss Carrie M. Greene.....	30	112 50
	J. H. Fulks, Principal.....	20	100 00
Fernandina ..	H. S. Phillips .....	20	75 00
	Miss Clem Hampton.....	20	75 00
	W. L. Floyd, Principal. ....	20	100 00
Dade City ...	Mrs. J. B. Johnston .....	20	75 00
	C. L. Hayes, Principal.....	20	100 00
	H. E. Bennett.....	20	75 00
Jacksonville ..	C. V. Waugh, Principal.....	15	75 00
	Wm. T. Kennedy .....	5	25 00
	Miss Norma Pepper, .....	20	75 00
Lake City ...	I. I. Himes, Principal.....	25	125 00
	C. R. Spencer.....	25	98 75
	Mrs. Ella LaF. Hamilton ....	25	98 75
Tampa.....	L. W. Buchholz, Principal.....	35	175 00
	J. J. Earle.....	35	131 25
	Robt. M. Ray .....	35	131 25
Kissimmee ..	J. L. Boone, Principal .....	25	125 00
	S. D. Cawthon.....	25	98 75
	H. W. Demilly, Principal.....	25	125 00
Crawfordville ..	W. E. Knibloe, Principal.....	30	150 00
	Madge D. Ice .....	30	112 50
	J. F. Knight .....	27	101 25
Madison .....	A. A. Murphree, Principal.....	25	125 00
	Wm. F. Himes .....	25	98 75
	Miss Clem Hampton .....	25	98 75
Gainesville. ...	Dr. W. F. Yocum, Principal.....	40	200 00
	Miss Beutella Davenport .....	40	150 00
	Geo. W. Wideman.....	40	150 00
Bronson, .....	D. R. Cox .....	40	150 00
	J. H. Fulks, Principal.....	20	100 00
	Dr. W. F. Yocum, Principal.....	20	100 00
Titusville. ...	E. W. Barrington.....	20	75 00
	J. R. Cox .....	20	100 00
	D. R. Cox .....	20	100 00
Perry.....	Wm. F. Himes.....	20	75 00
	E. W. Barrington, Principal....	20	75 00
	Z. B. Peeler.....	20	60 00
			\$4317 50

TABLE V--Blank of Report, made Weekly to the State Superintendent.

Report of Summer School held at .....for the week ending  
.....day of .....189 ...

Of Studies Pursued.	No. Of Attendance of Teacher- Answer Pupils in in each Pupils. Figures		
	Male.	Female.	Total.
Arithmetic.....	No. enrolled to date 16 years		
Concrete Geometry.....	old and over.....		
Geography.....	Average daily attendance of		
History.....	the above.....		
Physiology.....	Greatest number present any		
Grammar.....	day.....		
Spelling.....	No. withdrawing permanent-		
Reading.....	ly during the week.....		
Composition.....			
Theory and Practice.....	<i>Facts Relative to Teacher</i>		
Physical Geography.....	<i>Pupils.</i>		
Algebra.....			
Civil Government.....	No. enrolled who have taught.....		
Singing.....	No. enrolled who have not		
Nature Study.....	taught.....		
.....	No. enrolled now holding		
.....	First Grade Certificate.....		
.....	No. enrolled now holding		
.....	Second Grade Certificate...		
.....	No. enrolled now holding		
.....	Third Grade Certificate.....		
.....	No. enrolled now holding no		
.....	certificate.....		

## Enrollment Distributed.

No. from.....county.....		
No. from.....county.....		
No. from other States.....		

Facts Relative to Instructors.	Name of Each.		
	Princi- pal.	Assis- tant.	Assis- tant.
No. of periods assigned to each for the week.....			
No. of periods filled in person during the week.....			

REMARKS: (Explain absence of instructor from duty.)

.....

I certify upon honor to the correctness of the above report.

..... Principal.

## TABLE VI.—COMPLETE FINANCIAL STATEMENT.

Wm. N. Sheats, in account with Summer School Fund.

## DR.

To balance from last year .. .. .	\$ 285 80
To Peabody donation for 1898 .. . . .	1,200 00
To State appropriation .. . . .	3,000 00
Total .. . . .	<u>\$4,485 80</u>

## CR.

By printing 2,500 letter circulars .. . . .	\$ 6 25
By printing 200 report blanks .. . . .	6 00
By printing 200 salary requisitions .. . . .	2 50
By printing 200 salary receipts .. . . .	1 25
By printing Course of Study (paid to Dr. Yocum)	23 00
By telegrams .. . . .	7 48
By part of traveling expenses of State Supt .. . .	75 00
By salaries of instructors itemized in <i>Table IV</i> .	4,317 50
By printing 200 copies of Report .. . . .	22 00
Total .. . . .	<u>\$4,460 98</u>
To balance .. . . .	24 82
	<u>\$4,485 80—\$4,485 80</u>

Balance to the credit of the fund \$24.82. Vouchers with receipts attached are on file in my office for every dollar disbursed.



## CHAPTER III.

# Sample Examination Questions.

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In this Chapter are given *two* of the *five* sets of State Uniform Examination Questions used during the past two years, simply to show the character of questions submitted and the subjects upon which applicants are examined for each grade of certificate.

*The Law respecting Third Grade Certificates:* "An applicant for a Third Grade Certificate shall be examined in Orthography, Reading, Arithmetic, English Grammar, Composition, United States History, Geography, Physiology, Theory and Practice of Teaching, and must make an average grade in the above named branches of 60 per cent., with a grade in no branch below 40 per cent." Third Grade Certificates are good only in the county in which they are issued, and for two years from date of issue.

*The Law respecting Second Grade Certificates:* "A Second Grade Certificate shall be issued on examination in the branches prescribed for Third Grade Certificates. An average grade of 75 per cent. shall be required, with a grade in no branch below 50 per cent." A Second Grade Certificate is good for three years from date of issue.

*The Law respecting First Grade Certificates:* "An applicant for a First Grade Certificate shall be examined in Civil Government, Algebra and Physical Geography in addition to the branches required for a Third Grade Certificate. An applicant for a First Grade Certificate must make an average grade of 80



per cent. and shall grade in no branch below 60 per cent." A First Grade Certificate is good four years from the date of issue.

A First or Second Grade Certificate may be endorsed by the County Superintendent of any County in the State, and is then good in the County in which it is endorsed, as well as in the one in which it is issued.

*The Law respecting State Certificates:* "A State Certificate shall be issued only by the State Superintendent of Public Instruction to persons holding a First Grade Certificate and who have taught at least twenty-four months (eight months of which must have been taught in this State successfully, under a First Grade Certificate). The Superintendent of Public Instruction shall issue no State Certificate except on written examination in the following branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Mental Science and General History. A candidate for a State Certificate must make an average grade on the prescribed branches of 85 per cent. with the grade in no branch below 60 per cent."

# STATE UNIFORM EXAMINATIONS.

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Questions Used September 7, 1897, for Second or Third Grade Certificate.

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When one ceases to grow, he should cease to teach.

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## REGULATIONS.

1. Questions sent sealed to the County Superintendents shall be kept exclusively in his charge. Seals to any enclosure shall be broken only in the presence of examinees.

2. The whole time for the examination is limited to three days; the subjects must be taken in the following order: Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin a given subject at the same time, and no recess shall be taken until that subject is completed.

4. **Prohibitions.**—No examinee shall communicate with any person or receive assistance in any way, shall have any text-book or other thing that would contain information, shall work out of sight of the examiner or other examinees, shall leave the room without permission or for more than ten minutes, or shall be seated so as to be able to read another's writing.

5. **Duties.**—Every examinee must supply himself with cap-paper, must write in a legible hand with pen and ink, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

6. Any name or mark made by an examinee, calculated to disclose to the Grading Committee the author of any paper, shall be ample reason for excluding that paper from being counted in the examination.



## ORTHOGRAPHY.

1. (a) Distinguish between the merits of oral and written spelling. (b) Give reason why neither should be discarded altogether.  
5 credits each.

2. Unite the following and give the rule for spelling in each case: *Blame+able, charge+able, palz+ness, true+ly, busy+ness, duty+ous, spry+ly, snob+ish, prefer+ed, benefit+ing.*  
1 credit each,

3. Syllabicate and mark diacritically the vowel in the accented syllable only: *Incentory, dolorous, quinine, decade, idea, inquiry, abdomen, bicycle, towards, horizon.* 1 credit each.

4. Form a derivative word by using each of the following as a suffix, and illustrate the meaning of each suffix: *en, dom, ness, ism, ity, cle, ling, able, ary, ous.* 1 credit each.

5. Define each word formed by uniting in order to a root a prefix meaning: *From, not, towards, beyond, with, between, down, before, around, half.* 1 credit each.

6. Write a paronym of each of the following: *Man, principle, pendant, corporal, stationary.* 2 credits each.

7. Write and define a homonym for each of the following: *Need, rabbit, corps, seller, quire, cygnet, bald, bruise, fame, plain.* 1 credit each.

8. Write in order a synonym of each of the following: *Custom, invent, dexterity, prolific, antique, revolt, rough, eminent, misfortune, accelerate.* 1 credit each.

9-10. If wrong, correct the spelling of the following: *Eezle, domisil, effeet, desendant, silinder, demagog, fiktishus, catapiller, man-icle, etomology, ekstacy, elemosinary, aleet, Eskimo, effishent, indelable, rhinoccros, satalite, sintillate, hypokracy.* 1 credit each.

### READING.

1. Name five other branches that should be taught in connection with the reading lesson. 2 credits each.

2. What two ordinary school appliances does the scientific teacher of primary reading use more than chart or primer? 10 credits.

3. (a) Define reading. (b) Distinguish between silent reading and oral. (c) Distinguish between *teaching reading* and a process of *word calling*. (d) Would you begin with script or print with a primary class in reading? (e) Give reasons for your last answer. 2 credits each.

4. (a) Distinguish between the *word method, phonic, sentence, and letter methods*. (b) When should the phonic method be dropped? (a) 8, (b) 2. credits.

5. (a) Make an outline analysis of how you would teach a class in the *Second Reader*, which had been properly taught the *First*. (b) What changes would you make in your method and object in teaching an advanced reading class. 10 credits.


6-8. Read for your examiner a paragraph of prose. 30 credits.

9-10. Read an extract of poetry. 20 credits.

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NOTE—The examiner will hand his grading of the last two questions to the Grading Committee.

## ARITHMETIC.

 Solutions must be written out; answers alone will not be accepted. When right principles are employed, an incorrect answer will diminish the grade not more than four points.

NOTE—Ten possible credits for each example.

1. If  $\frac{3}{4}$  of  $4\frac{1}{2}$  bushels of beans cost \$5 $\frac{2}{3}$  what will  $\frac{3}{8}$  of  $\frac{1}{5}$  of 20 bushels cost?

2. (a)  $\frac{7}{8} - \frac{3}{4} + 4\frac{5}{8} \div 3\frac{2}{9} + 4\frac{7}{24} = ?$

(b)  $(\frac{7}{8} - \frac{3}{4}) \times (\frac{2}{3} + 4\frac{5}{8}) \div (3\frac{2}{9} + 4\frac{7}{24}) = ?$

5 credits each,

3. Multiply 16 by sixteen hundredths, divide the product by sixteen ten-thousandths and express the quotient by Roman notation.

4. (a) What is the value of the wheat, at \$1 $\frac{1}{8}$  bushel, in a box 10 $\frac{1}{2}$  ft. long; 5 $\frac{1}{3}$  ft. wide, and 6 $\frac{1}{4}$  ft. deep, the box being level full? (Use approximate rule in gauging the box).

(b) If a cask containing  $\frac{1}{20}$  the capacity of the above box is half full of wine, what will be its value in U. S. money at 10 francs a gallon?

5 credits each.

5. A teacher invests \$200 in books at 33 $\frac{1}{3}$  per cent. below list price and sells them to his students at 16 $\frac{2}{3}$  per cent. above list price, what per cent. does he make on his investment?

6. A trader sells two horses for \$100 each, on one he gains 20 per cent., on the other he loses 20 per cent. Did he gain or lose, and what per cent. on both horses?

7. Divide 2 sq. mi., 120 A., 8 sq. ch., 12 P., 500 sq. l. equally between 8 heirs. (Do not reduce the whole to square links).

8. Find the square root of the third power of 1.6 correct to four decimal places.

9. (a) A receives a semi-annual income of \$180 from Florida 6's, what was his total investment in bonds, if they were quoted at 110 $\frac{1}{2}$ , brokerage  $\frac{1}{4}$  of 1 per cent?

(b) What annual rate does the investment pay, if the interest for the first half of each year is immediately loaned at 1 per cent. a month?

10. If a tank 6 ft. long, 3 ft. wide and 2 ft. deep contains 4 $\frac{1}{4}$  hogsheads of water, how deep must a tank be that is 8 ft. long and 5 $\frac{1}{3}$  ft. wide to contain 22 $\frac{2}{3}$  hogsheads of water?

## GRAMMAR.

1. Write both the possessive singular and plural of the following: Miss Ley, sister-in-law, countess, chimney, solo, deer, ox, who, it, x.

1 credit each.

2. Decline in both numbers each of the simple personal pronouns.

2 credits each.

3. Write all the participles and infinitives, both active and passive, of the verb *love*.

2 credits each.

4. Compare the following: little, able, pretty, beautiful, infinite, near, far, much, holy, wholly. **1 credit each.**

5. Give all the properties and the order of stating them in parsing: (a) The noun; (b) the verb. **5 credits each.**

6. Diagram this sentence: This examination will be easy for those teachers who habitually prepare the lessons before attempting to teach them. **10 credits.**

7. Write the synopsis with *he* of the verb *am* in all moods and tenses. **10 credits.**

8. Parse in full every word in the sentence: He got what he deserved. **10 credits.**

9. Give complete analysis of the following, and parse in full the words in italics:

"The patriot, *whom* the corrupt tremble to see *arise*, may well feel a grateful satisfaction in the *mighty* power which heaven has delegated to him, *when* he thinks that he has used it for *those* purposes only which heaven approves." **10 credits.**

10. Correct each of the following and give the reason:

- (a) Each woman brought their work with them.
- (b) My mother she thinks I am too young.
- (c) That couple are very devoted to one another.
- (d) It never has and can never can be done.
- (e) He acts like he was sick. **2 credits each.**

[The correction to count only half, if the proper reason is not given.]

### COMPOSITION.

1. (a) Name the most general use of composition. (b) Give the six parts of a formal letter. **5 credits each.**

2. Write a formal letter of at least five lines to some firm in New York, in which all of the six parts are properly located, capitalized, punctuated, and signed by a fictitious name. **10 credits.**

3. Give rules for using *direct*, *indirect*, and *divided* quotations, and for *paragraphing*. **2½ credits each.**

4. Discuss diction, and give rules for acquiring elegant diction. **10 credits.**

5. Give your ideas how and how often composition exercises should be conducted in every school. **10 credits.**

6-10. Make a topical outline with not less than five heads, including the *introduction*, *discussion* and *conclusion*, and write a composition of not more than 300 words on one of the following subjects:

- (1) The Use and Abuse of Examinations.
- (2) The Schoolmaster's Place in Society.
- (3) The Pleasures of a Well-informed Mind.
- (4) The Value of County Institutes and Summer Schools.
- (5) Why the Rich are Influential. **50 credits.**

NOTE—In grading the composition consider the orthography, capitalization, punctuation, paragraphing, diction, *the value of the thought expressed*, and the general appearance.

## HISTORY.

1. Tell from whom and how the United States obtained the territory embraced within each of the following States: Louisiana, Ohio, Florida, California, Alaska. *2 credits each.*

2. (a) When and by whom were negroes introduced into the United States? (b) When and by what authority was the slave trade prohibited? *5 credits each.*

3. Recall the peculiar circumstances of the Presidential elections of 1800 and 1824, and tell wherein they differed from the contest of 1876. *10 credits.*

4. Tell all you know of each of the following: (a) The "Hartford Convention"; (b) The Nullification Ordinance. *5 credits each.*

5. In what consists the chief difference between the New England and the Southern conception of the U. S. Constitution? *10 credits.*

6. What is meant by the following: (a) Tariff for revenue? (b) Reciprocity? (c) Free Silver? (d) Civil Service? (e) Free Trade? *2 credits each.*

7. Couple the name of the inventor with five of the most important American inventions. *2 credits each.*

8. In pleading for what cause did each of the following render himself famous as an orator: Samuel Adams, Wendell Phillips, Daniel Webster, John C. Calhoun, Benj. H. Hill? *2 credits each.*

9. Name the States admitted into the Union since the Civil War. *10 credits.*

10. (a) What did President McKinley do immediately after he came into office? (b) What law has just been passed in consequence of his action? *5 credits each.*

## GEOGRAPHY.

1. Give the number of great circles extending north and south; (2) the number east and west. (3) Give reasons for your answer. *10 credits.*

2. Mention the States through which a car of salt must pass by a direct route from Salt Lake City to Boston. *10 credits.*

3. Name the provinces of Canada and the chief industries of each. *10 credits.*

3. Name the leading industry of the following: Omaha, Milwaukee, Augusta (Ga.), Cleveland, Pittsburg. *2 credits each.*

5. (1) Name the longest and shortest day in the year. (2) Explain why each is so. *5 credits each.*

6. Give the names of all the principal divisions of land and water crossed by the equator. *10 credits.*

7. Give proofs that the earth rotates on its axis from west to east. *10 credits.*

8. Name all the governments of Europe and the metropolis of each. 10 credits.

9. Tell the following of Cuba: (1) Between what parallels; (2) area in square miles; (3) climate; (4) productions; (5) races and character of the people. 2 credits each.

10. Draw a township, number its sections, subdivide the 16th as much as is necessary to place a cross (X) in the S. E.  $\frac{1}{4}$  of S. E.  $\frac{1}{4}$  of N. W.  $\frac{1}{4}$ . 10 credits.

### PHYSIOLOGY.

1. (1) Of what service is the skeleton? (2) How is the spinal cord formed, and what purpose does it subserve? (3) What is the composition of bone? (4) How many in the body? (5) Name some of the most important ones. 2 credits each.

2. (1) Name the two grand divisions of muscles. (2) Describe their structure and give the uses of each class. (3) Describe and tell the office of tendons. (4) Give the name and office of the largest tendon in the body. (5) Considering the muscles, what is the value of exercise and rest? 2 credits each.

3. (1) Describe the structure of the skin. (2) Tell six functions of the skin. (3) What is the value of bathing; the kind; the time for it? (4) Why is clothing necessary? (5) Give the disadvantages of too tight, too heavy, unclean, wet, cheaply dyed clothing. 2 credits each.

4. Name all the organs, and describe the whole process of digestion including the action of all fluids until the food enters circulation or becomes tissue. 10 credits.

5. (1) What is food in a physiological sense? (2) Organic food is divided into what two general groups? (3) What are chemical constituents of each group? (4) From what sources are each of these constituents found in greatest abundance? (5) Name the inorganic foods and tell why each of the following is needed: lime, phosphorus, iron, and the alkalis. 2 credits each.

6. Tell to what class the albuminoid or carbonaceous, each of the following belongs, and its value as a food product: Fish, milk, butter, eggs, wheat, beans, sugar, potatoes, peas, apples, onions, nuts, etc. 2 credits each.

7. How do venereal stimulants affect each of the following: Semen, blood, drops, lungs, and nerves? 2 credits each.

8. (1) How are the venereal effects of it transmitted by parent to child? (2) Why are mercurials and hot wines dangerous? (3) Give some of the evil effects of tobacco, especially upon the young. (4) Name some of the narcotics and tell what effect they have upon the system. 2 credits each.

9. What is the normal temperature of the body, and where, what the symptoms of a high (39°) and low (35°) temperature? 1 credit.

10. Tell some of the effects of the venereal virus upon the value of night resting. 10 credits.

## THEORY AND PRACTICE.

(Questions from *White's School Management*, first 150 pages.)

1. What, says the author in the preface, are the two most obstructive foes of needed progress in school training?

10 credits.

2. (1) What serves as "*a guide in practice*" in determining the best means and methods of teaching? (2) What is said of "*test of devices*;" (3) of "*worthlessness of scores of devices*;" (4) What is the *end* of school discipline? (5) Name the six topics to be considered in a practical treatment of school government.

2 credits each.

3. Name the seven essential "*elements of governing power*."

10 credits.

4. (1) What the teacher need more does than "*personal magnetism*" and "*natural aptitude*;" (2) Give reasons for the necessity of "*daily study*," and quote the reason of Dr. Arnold, of Rugby, why he did it.

5 credits each.

5. Give in brief the arguments used under the sub-heads: (1) "*Acquisition of skill*;" (2) "*Individuality*;" (3) "*Crank turning*;" (4) "*Teacher's personal example*;" (5) "*Teacher's spirit*." 2 credits each.

6. What law would the author, if he had the power, write over every schoolroom door?

10 credits.

7. Name six "*requisite qualifications*," which are "*conditions of easy control*."

10 credits.

8. (1) Give the author's distinction between a "*condition*" and a "*device*" in school government. (2) Name the four "*mechanical devices*." (3) Give a kind of synoptical brief of the arguments advanced for the adoption of each of the above devices.

(1) 2, (2) 2, (3) 6 credits.

9. Name "*the seven school virtues*" of every well-ordered school.

10 credits.

10. Under the head, "*School Incentives*," give in order the "*royal nine*."

10 credits.



8. Name all the governments of Europe and the metropolis of each. 10 credits.

9. Tell the following of Cuba: (1) Between what parallels; (2) area in square miles; (3) climate; (4) productions; (5) races and character of the people. 2 credits each.

10. Draw a township, number its sections, subdivide the 16th as much as is necessary to place a cross (X) in the S. E.  $\frac{1}{4}$  of S. E.  $\frac{1}{4}$  of N. W.  $\frac{1}{4}$ . 10 credits.

## PHYSIOLOGY.

1. (1) Of what service is the skeleton? (2) How is the spinal cord formed, and what purpose does it subserve? (3) What is the composition of bone? (4) How many in the body? (5) Name some of the most important ones. 2 credits each.

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3. (1) Describe the structure of the skin. (2) Tell six functions of the skin. (3) What is the value of bathing: the kind; the time for it? (4) Why is clothing necessary? (5) Give the disadvantages of too tight, too heavy, unclean, wet, cheaply dyed clothing. 2 credits each.

4. Name all the organs, and describe the whole process of digestion, including the action of all fluids until the food enters circulation or becomes tissue. 10 credits.

5. (1) What is food in a physiological sense? (2) Organic food is divided into what two general groups? (3) What are chemical constituents of each group? (4) From what sources are each of these constituents found in greatest abundance? (5) Name the inorganic foods, and tell why each of the following is needed: *Lime, phosphorus, iron and the alkalis.* 2 credits each.

6. Tell to which class, the albuminoid or carbonaceous, each of the following belongs, and its value as a food product: *Fish, milk, butter, eggs, wheat bread, sweet potatoes, peas, apples, onions, mustard.* 1 credit each.

7. How do alcoholic stimulants affect each of the following: *Heart, liver, kidneys, brain, and nerves?* 2 credits each.

8. (1) Can the evil effects of it be transmitted by parent to child? (2) Why are *malt liquors* and *light wines* dangerous? (3) Give some of the evil effects of tobacco, especially upon the young. (4) Name some of the narcotics, and tell what effect they have upon the system. 2½ credits each.

9. What is most likely to induce sunstroke, what the symptoms, and what should be the treatment if no physician is near? 10 credits.

10. Discuss the evils of bad cooking and the value of right cooking. 10 credits.

## THEORY AND PRACTICE.

(Questions from White's *School Management*, first 150 pages.)

1. What, says the author in the preface, are the two most obstructive foes of needed progress in school training?  
10 credits.

2. (1) What serves as "*a guide in practice*" in determining the best means and methods of teaching? (2) What is said of "*test of devices*;" (3) of "*worthlessness of scores of devices*?" (4) What is the *end* of school discipline? (5) Name the six topics to be considered in a practical treatment of school government.  
2 credits each.

3. Name the seven essential "*elements of governing power*."  
10 credits.

4. (1) What the teacher need more does than "*personal magnetism*" and "*natural aptitude*?" (2) Give reasons for the necessity of "*daily study*," and quote the reason of Dr. Arnold, of Rugby, why he did it.  
5 credits each.

5. Give in brief the arguments used under the sub-heads: (1) "*Acquisition of skill*;" (2) "*Individuality*;" (3) "*Crank turning*;" (4) "*Teacher's personal example*;" (5) "*Teacher's spirit*." 2 credits each.

6. What law would the author, if he had the power, write over every schoolroom door?  
10 credits.

7. Name six "*requisite qualifications*," which are "*conditions of easy control*."  
10 credits.

8. (1) Give the author's distinction between a "*condition*" and a "*device*" in school government. (2) Name the four "*mechanical devices*." (3) Give a kind of synoptical brief of the arguments advanced for the adoption of each of the above devices.  
(1) 2, (2) 2, (3) 6 credits.

9. Name "*the seven school virtues*" of every well-ordered school.  
10 credits.

10. Under the head, "*School Incentives*," give in order the "*royal nine*."  
10 credits.

# FOR FIRST GRADE CERTIFICATES.

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Applicants for this certificate were examined on the preceding questions, given to Second and Third Grade examinees, on Orthography, Reading, Composition, Geography, Physiology, and Theory and Practice.

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## ARITHMETIC.

Solutions must be given; answers only cannot be accepted. When right principles are employed, incorrect answers shall diminish the grade not more than two-fifths.

NOTE—Give ten credits for each example below.

1. B sells  $\frac{1}{4}$  of his cattle to A,  $\frac{2}{5}$  to C,  $\frac{3}{7}$  of the remainder to D, and finds that 48 head is  $\frac{3}{18}$  of what he has left. How many cattle had he at first?
2. Seven men start together around an island 120 miles in circumference, each walking 5,  $6\frac{1}{4}$ ,  $7\frac{1}{2}$ ,  $8\frac{1}{4}$ ,  $9\frac{1}{2}$ ,  $10\frac{1}{4}$  and  $11\frac{1}{4}$  miles an hour respectively. In how many days will they be all together again, if they walk 12 hours a day?
3. The sides of a triangular lot are  $115\frac{1}{2}$  ft.,  $128\frac{1}{2}$  ft. and  $134\frac{1}{2}$  ft. respectively. How many boards will it take, and what will it cost to fence it with lumber at  $\$7\frac{1}{2}$  per M., the longest boards possible being used, and the fence being 5 boards high, the bottom one 10 in. wide, two 6 in. wide, and the others 4 in. wide?
4. A and B are partners. A's capital is to B's as 5 to 8; at the end of four months A withdraws  $\frac{1}{4}$  of his capital and B  $\frac{2}{3}$  of his. At the end of the year their whole gain is \$400, how much of the gain does each get?
5. A grocer bought 36 bu. 3 qt. of nuts at \$3.20 a bushel, and sold them at 12 cents a liquid quart. Did he gain or lose, and how many dollars?
6. At what per cent. below par must  $4\frac{1}{4}$  per cent. stock be quoted, to yield the same per cent. on the investment as  $5\frac{3}{4}$  per cent. stock at a premium of  $23\frac{1}{2}$  per cent. brokerage  $\frac{1}{8}$  per cent. in each case?
7. At Washington, 77 degrees west longitude, it is 12 minutes past 7 P. M., while it is 2 P. M. on the Sandwich Islands; what is the longitude of the Sandwich Islands, and are they east or west of Washington?
8. A square lot is bordered by a walk 1 yd. wide, the lot and walk together occupy  $2\frac{1}{2}$  acres; find the cost of paving the walk at 25 cts. a sq. yd.
9. If a sphere 2 ft. 1 in. in diameter weighs 3,125 lbs., what is the diameter of one of the same material weighing 819.2 lbs?
10. Find by approximate rule the number of bushels of grain in a conical vessel whose base is 8 ft. in diameter and altitude 4 ft.

## GRAMMAR.

1. Parse in full the words italicized in the following:

"Greatly *pleased*, the sturdy warrior lifted his own hat, and said, 'I honor the man or boy *who* can be neither bribed nor *frightened* into *doing wrong*. With an army of such soldiers, I could conquer *not only* the French, *but the world*;' and, *handing* the boy a glittering sovereign, the old duke put spurs to his horse and galloped away.'" 1 credit each.

2. Account for all the marks of punctuation in the above. 10 credits.

3. Give the two principal clauses in the above quotation. 10 credits.

4. Select and classify all the object complements in the above quotation. 10 credits.

5. Make in order a list of all of each in the above: (a) Adjective elements; (b) adverbial elements. 5 credits each.

6. Write the synopsis in the passive voice of the verb *cheat* with *he* in all moods and tenses. 10 credits.

7. Write a sentence with an infinitive used: (a) As a noun; (b) as an appositive; (c) as an adjective; (d) as an adverb; (e) as an object complement. 2 credits each.

8. Diagram or analyze:

"The crow doth sing as sweetly as the lark  
When neither is attended; and I think  
'The nightingale, if she should sing by day  
When every goose is cackling, would be thought  
No better a musician than the wren."

- 9-10. Correct each of the following, if wrong, and give the reason for each change:

- (1) It is he and not I that is to blame.
- (2) Those kind of sentences are confusing.
- (3) Would you strike your wife—her who has always been so devoted to you?
- (4) It is natural for every one to esteem their own best.
- (5) He looks bad, and I feel badly.
- (6) If we study the science of teaching we will teach well.
- (7) He intended to be there.
- (8) It has laid there for a week.
- (9) Can I leave the room?
- (10) He died with yellow fever. 2 credits.

[Give only one for the correction, if the reason is not stated.]

## HISTORY.

1. (a) What of the Mound Builders? (b) What evidence can you give to prove that they were not the ancestors of the Indians? 5 credits each.

2. Upon what basis did each of the following lay claim to lands now in the United States: (a) Spain; (b) France; (c) England; (d) Holland? 2½ credits each.

3. Write a sketch of Washington's administration, noting: (a) His foreign policy; (b) the notions of the people in regard to the government; (c) the rise of political parties; (d) condition of home affairs on assuming the presidency; (e) condition on his retiring from office. *2 credits each.*

4. Discuss the "Doctrine of State Rights" in the light of the following:

(a) Kentucky and Virginia Resolutions; (b) Massachusetts Legislation relative to the war of 1812; (c) the "Hartford Convention;" (d) the Nullification Ordinance of South Carolina; (e) the Ordinance of Secession. *2 credits each.*

5. Distinguish between the "Virginia Plan" and the "New Jersey Plan" in the U. S. Constitutional Convention.

6. Trace briefly the financial policy of the United States from Alexander Hamilton to Wm. McKinley. *10 credits.*

7. Tell why each of the following became distinguished in American history: Wm. H. Prescott, Elias Howe, Charles Sumner, William Cullen Bryant, Eli Whitney. *2 credits each.*

8. What do the stars and what the stripes signify in our flag? When was this flag first used? *5 credits each.*

9. Name the great political parties of to-day, and give the distinguishing features in the platform of each. *10 credits.*

10. Tell what you know about the circumstances which each of the following suggests: (a) Weyler; (b) Klondike. *5 credits each.*

### CIVIL GOVERNMENT.

1. Distinguish between four different forms of government. *2½ credits each.*

2. Describe briefly each of the "four groups of rights." *2½ credits each.*

3. (a) Explain what is meant by *Magna Charta*; (b) The origin of *taxes*. *5 credits each.*

4. (a) What is the supreme law of the United States? (b) Describe the three departments of government for which it provides. *5 credits each.*

5. (a) What is the necessity for political parties? (b) Name all the conventions necessary to secure a nominee for President. (c) Give some of the *benefits* and some of the *evils* of the Convention System. (d) Which is the most important in the system of conventions? *2½ credits each.*

6. (a) What is a State? (b) Name the departments of a State government. (c) Give in brief the duties of the Administrative Officers of this State. (d) Give the number of State Senatorial districts and the number of lower house or assembly districts in this State. (e) Tell how a Territory becomes a State. *2 credits each.*

7. (a) How did it happen that Congress was composed of two houses? (b) For how long, and who elect members of each house? (c) What are the qualifications for membership in each? (d) How are vacancies in each house filled? *2½ credits each.*

8. Give the Executive Departments of the Federal Government. 10 credits.

9. (a) What was the object of "The Australian Ballot System?" (b) Give the main features of it. 5 credits each.

10. (a) Who is a school patron? (b) Who are qualified electors in choosing a school supervisor? (c) State the duties of a supervisor. (d) Who has the authority to form school districts and to assign teachers? (e) What is meant by the *one mill tax*, and what is done with it? 2 credits each.

### ALGEBRA.

1. Simplify  $(a^2 + b^2 + c^2 + 2ab + 2bc + 2ac) \div (a - b - c)$ . 10 credits.

2. A man walking 4 miles per hour has 30 minutes the start of a boy on a bicycle. How many miles per hour must the boy go to overtake the man in 20 minutes. 10 credits.

3. Give the prime factors of the following:

$m^3 - n^3$ ,  $a^3 + n^3$ ,  $a^8 - b^8$ ,  $p^4 + p^2 + 1$ ,  $n^2 - 2n + 1$ . 2 credits each.

4. Of the following quantities  $x^4 - 2x^3 + 6x - 9$ ,  $6x^4 - 4x^3 - 16x^2 + 12x - 6$  find; (a) G. C. D.; (b) L. C. M. 5 credits each.

5. A and B, in a game of baseball, are each at the bat 15 times. B makes 2 hits to A's 1, and A gets out  $1\frac{1}{7}$  times as many times as B. Find the number of hits and outs of each, supposing each gets out when he does not make a hit. 10 credits.

6. Raise  $2a^2 + 4b^3$  to the 7th power by the binominal theorem. 10 credits.

7. Multiply  $(x - y)^{\frac{2}{3}}$  by  $(x + y)^{\frac{3}{4}}$  10 credits.

8. Find the value of x in  $x - 1 = 2 + \frac{2}{x}$ . 10 credits.

9. Find the value of x and y:  $\frac{1}{x} - \frac{1}{y} = 3$ ;  $\frac{1}{x^2} - \frac{1}{y^2} = 21$ . 10 credits.

10. A man purchased a field, whose length was to its breadth as 8 to 5. The number of dollars paid per acre was equal to the number of rods in the length of the field and the number of dollars given for the whole was equal to 13 times the number of rods around the field. Required the length and breadth of the field. 10 credits.

### PHYSICAL GEOGRAPHY.

1. Of what does Physical Geography treat? 10 credits.

2. (1) Explain the cause of day and night; (2) the causes of the change of seasons. 5 credits each.

3. Distinguish between maps of the earth on the following projections: (1) Mercators; (2) equatorial; (3) polar; (4) conical.  $2\frac{1}{2}$  credits each.

4. Compare the following: little, able, pretty, beautiful, infinite, near, far, much, holy, wholly. 1 credit each.

5. Give all the properties and the order of stating them in parsing: (a) The noun; (b) the verb. 5 credits each.

6. Diagram this sentence: This examination will be easy for those teachers who habitually prepare the lessons before attempting to teach them. 10 credits.

7. Write the synopsis with *he* of the verb *am* in all moods and tenses. 10 credits.

8. Parse in full every word in the sentence: He got what he deserved. 10 credits.

9. Give complete analysis of the following, and parse in full the words in italics:

"The patriot, *whom* the corrupt tremble to see *arise*, may well feel a grateful satisfaction in the *mighty* power which heaven has delegated to him, *when* he thinks that he has used it for *those* purposes only which heaven approves." 10 credits.

10. Correct each of the following and give the reason:

(a) Each woman brought their work with them.

(b) My mother she thinks I am too young.

(c) That couple are very devoted to one another.

(d) It never has and can never can be done.

(e) He acts like he was sick. 2 credits each.

[The correction to count only half, if the proper reason is not given.]

### COMPOSITION.

1. (a) Name the most general use of composition. (b) Give the six parts of a formal letter. 5 credits each.

2. Write a formal letter of at least five lines to some firm in New York, in which all of the six parts are properly located, capitalized, punctuated, and signed by a fictitious name. 10 credits.

3. Give rules for using *direct*, *indirect*, and *divided* quotations, and for *paragraphing*. 2½ credits each.

4. Discuss diction, and give rules for acquiring elegant diction. 10 credits.

5. Give your ideas how and how often composition exercises should be conducted in every school. 10 credits.

6-10. Make a topical outline with not less than five heads, including the *introduction*, *discussion* and *conclusion*, and write a composition of not more than 300 words on one of the following subjects:

(1) The Use and Abuse of Examinations.

(2) The Schoolmaster's Place in Society.

(3) The Pleasures of a Well-informed Mind.

(4) The Value of County Institutes and Summer Schools.

(5) Why the Rich are Influential. 50 credits.

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NOTE—In grading the composition consider the orthography, capitalization, punctuation, paragraphing, diction, *the value of the thought expressed*, and the general appearance.

## HISTORY.

1. Tell from whom and how the United States obtained the territory embraced within each of the following States: Louisiana, Ohio, Florida, California, Alaska. *2 credits each.*
2. (a) When and by whom were negroes introduced into the United States? (b) When and by what authority was the slave trade prohibited? *5 credits each.*
3. Recall the peculiar circumstances of the Presidential elections of 1800 and 1824, and tell wherein they differed from the contest of 1876. *10 credits.*
4. Tell all you know of each of the following: (a) The "Hartford Convention"; (b) The Nullification Ordinance. *5 credits each.*
5. In what consists the chief difference between the New England and the Southern conception of the U. S. Constitution? *10 credits.*
6. What is meant by the following: (a) Tariff for revenue? (b) Reciprocity? (c) Free Silver? (d) Civil Service? (e) Free Trade? *2 credits each.*
7. Couple the name of the inventor with five of the most important American inventions. *2 credits each.*
8. In pleading for what cause did each of the following render himself famous as an orator: Samuel Adams, Wendell Phillips, Daniel Webster, John C. Calhoun, Benj. H. Hill? *2 credits each.*
9. Name the States admitted into the Union since the Civil War. *10 credits.*
10. (a) What did President McKinley do immediately after he came into office? (b) What law has just been passed in consequence of his action? *5 credits each.*

## GEOGRAPHY.

1. Give the number of great circles extending north and south; (2) the number east and west. (3) Give reasons for your answer. *10 credits.*
2. Mention the States through which a car of salt must pass by a direct route from Salt Lake City to Boston. *10 credits.*
3. Name the provinces of Canada and the chief industries of each. *10 credits.*
3. Name the leading industry of the following: Omaha, Milwaukee, Augusta (Ga.), Cleveland, Pittsburg. *2 credits each.*
5. (1) Name the longest and shortest day in the year. (2) Explain why each is so. *5 credits each.*
6. Give the names of all the principal divisions of land and water crossed by the equator. *10 credits.*
7. Give proofs that the earth rotates on its axis from west to east. *10 credits.*



8. Name all the governments of Europe and the metropolis of each. 10 credits.

9. Tell the following of Cuba: (1) Between what parallels; (2) area in square miles; (3) climate; (4) productions; (5) races and character of the people. 2 credits each.

10. Draw a township, number its sections. subdivide the 16th as much as is necessary to place a cross (X) in the S. E.  $\frac{1}{4}$  of S. E.  $\frac{1}{4}$  of N. W.  $\frac{1}{4}$ . 10 credits.

## PHYSIOLOGY.

1. (1) Of what service is the skeleton? (2) How is the spinal cord formed, and what purpose does it subserve? (3) What is the composition of bone? (4) How many in the body? (5) Name some of the most important ones. 2 credits each.

2. (1) Name the two grand divisions of muscles. (2) Describe their structure and give the uses of each class. (3) Describe and tell the office of tendons. (4) Give the name and office of the largest tendon in the body. (5) Considering the muscles, what is the value of exercise and rest? 2 credits each.

3. (1) Describe the structure of the skin. (2) Tell six functions of the skin. (3) What is the value of bathing; the kind; the time for it? (4) Why is clothing necessary? (5) Give the disadvantages of too tight, too heavy, unclean, wet, cheaply dyed clothing. 2 credits each.

4. Name all the organs, and describe the whole process of digestion, including the action of all fluids until the food enters circulation or becomes tissue. 10 credits.

5. (1) What is food in a physiological sense? (2) Organic food is divided into what two general groups? (3) What are chemical constituents of each group? (4) From what sources are each of these constituents found in greatest abundance? (5) Name the inorganic foods, and tell why each of the following is needed: *Lime, phosphorus, iron and the alkalis.* 2 credits each.

6. Tell to which class, the albuminoid or carbonaceous, each of the following belongs, and its value as a food product: *Fish, milk, butter, eggs, wheat bread, sweet potatoes, peas, apples, onions, mustard.* 1 credit each.

7. How do alcoholic stimulants affect each of the following: *Heart, liver, kidneys, brain, and nerves?* 2 credits each.

8. (1) Can the evil effects of it be transmitted by parent to child? (2) Why are *malt liquors* and *light wines* dangerous? (3) Give some of the evil effects of tobacco, especially upon the young. (4) Name some of the narcotics, and tell what effect they have upon the system. 2½ credits each.

9. What is most likely to induce sunstroke, what the symptoms, and what should be the treatment if no physician is near? 10 credits.

10. Discuss the evils of bad cooking and the value of right cooking. 10 credits.

# THEORY AND PRACTICE.

(Questions from White's *School Management*, first 150 pages.)

1. What, says the author in the preface, are the two most obstructive foes of needed progress in school training?  
10 credits.

2. (1) What serves as "*a guide in practice*" in determining the best means and methods of teaching? (2) What is said of "*test of devices*;" (3) of "*worthlessness of scores of devices*?" (4) What is the *end* of school discipline? (5) Name the six topics to be considered in a practical treatment of school government.  
2 credits each.

3. Name the seven essential "*elements of governing power*."  
10 credits.

4. (1) What the teacher need more doesthan "*personal magnetism*" and "*natural aptitude*?" (2) Give reasons for the necessity of "*daily study*," and quote the reason of Dr. Arnold, of Rugby, why he did it.  
5 credits each.

5. Give in brief the arguments used under the sub-heads: (1) "*Acquisition of skill*;" (2) "*Individuality*;" (3) "*Crank turning*;" (4) "*Teacher's personal example*;" (5) "*Teacher's spirit*." 2 credits each.

6. What law would the author, if he had the power, write over every schoolroom door?  
10 credits.

7. Name six "*requisite qualifications*," which are "*conditions of easy control*."  
10 credits.

8. (1) Give the author's distinction between a "*condition*" and a "*device*" in school government. (2) Name the four "*mechanical devices*." (3) Give a kind of synoptical brief of the arguments advanced for the adoption of each of the above devices.  
(1) 2, (2) 2, (3) 6 credits.

9. Name "*the seven school virtues*" of every well-ordered school.  
10 credits.

10. Under the head, "*School Incentives*," give in order the "*royal nine*."  
10 credits.

# FOR FIRST GRADE CERTIFICATES.

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Applicants for this certificate were examined on the preceding questions, given to Second and Third Grade examinees, on Orthography, Reading, Composition, Geography, Physiology, and Theory and Practice.

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## ARITHMETIC.

Solutions must be given; answers only cannot be accepted. When right principles are employed, incorrect answers shall diminish the grade not more than two-fifths.

*NOTE—Give ten credits for each example below.*

1. B sells  $\frac{1}{4}$  of his cattle to A,  $\frac{2}{5}$  to C,  $\frac{3}{7}$  of the remainder to D, and finds that 48 head is  $\frac{3}{8}$  of what he has left. How many cattle had he at first?
2. Seven men start together around an island 120 miles in circumference, each walking 5,  $6\frac{1}{4}$ ,  $7\frac{1}{2}$ ,  $8\frac{1}{4}$ ,  $9\frac{1}{2}$ ,  $10\frac{1}{4}$  and  $11\frac{1}{4}$  miles an hour respectively. In how many days will they be all together again, if they walk 12 hours a day?
3. The sides of a triangular lot are  $115\frac{1}{2}$  ft.,  $128\frac{1}{2}$  ft. and  $134\frac{1}{2}$  ft. respectively. How many boards will it take, and what will it cost to fence it with lumber at  $\$7\frac{1}{2}$  per M., the longest boards possible being used, and the fence being 5 boards high, the bottom one 10 in. wide, two 6 in. wide, and the others 4 in. wide?
4. A and B are partners. A's capital is to B's as 5 to 8; at the end of four months A withdraws  $\frac{1}{4}$  of his capital and B  $\frac{2}{3}$  of his. At the end of the year their whole gain is \$400, how much of the gain does each get?
5. A grocer bought 36 bu. 3 qt. of nuts at \$3.20 a bushel, and sold them at 12 cents a liquid quart. Did he gain or lose, and how many dollars?
6. At what per cent. below par must  $4\frac{1}{4}$  per cent. stock be quoted, to yield the same per cent. on the investment as  $5\frac{3}{4}$  per cent. stock at a premium of  $23\frac{1}{2}$  per cent. brokerage  $\frac{1}{8}$  per cent. in each case?
7. At Washington, 77 degrees west longitude, it is 12 minutes past 7 P. M., while it is 2 P. M. on the Sandwich Islands; what is the longitude of the Sandwich Islands, and are they east or west of Washington?
8. A square lot is bordered by a walk 1 yd. wide, the lot and walk together occupy  $2\frac{1}{2}$  acres; find the cost of paving the walk at 25 cts. a sq. yd.
9. If a sphere 2 ft. 1 in. in diameter weighs 3,125 lbs., what is the diameter of one of the same material weighing 819.2 lbs?
10. Find by approximate rule the number of bushels of grain in a conical vessel whose base is 8 ft. in diameter and altitude 4 ft.

## GRAMMAR.

1. Parse in full the words italicized in the following:

"Greatly *pleased*, the sturdy warrior lifted his own hat, and said, 'I honor the man or boy *who* can be neither bribed nor *frightened* into *doing wrong*. With an army of such soldiers, I could conquer *not only* the French, *but the world*;' and, *handing* the boy a glittering sovereign, the old duke put spurs to his horse and galloped away."

1 credit each.

2. Account for all the marks of punctuation in the above.

10 credits.

3. Give the two principal clauses in the above quotation.

10 credits.

4. Select and classify all the object complements in the above quotation.

10 credits.

5. Make in order a list of all of each in the above: (a) Adjective elements; (b) adverbial elements.

5 credits each.

6. Write the synopsis in the passive voice of the verb *cheat* with *he* in all moods and tenses.

10 credits.

7. Write a sentence with an infinitive used: (a) As a noun; (b) as an appositive; (c) as an adjective; (d) as an adverb; (e) as an object complement.

2 credits each.

8. Diagram or analyze:

"The crow doth sing as sweetly as the lark  
When neither is attended; and I think  
The nightingale, if she should sing by day  
When every goose is cackling, would be thought  
No better a musician than the wren."

- 9-10. Correct each of the following, if wrong, and give the reason for each change:

- (1) It is he and not I that is to blame.
- (2) Those kind of sentences are confusing.
- (3) Would you strike your wife—her who has always been so devoted to you?
- (4) It is natural for every one to esteem their own best.
- (5) He looks bad, and I feel badly.
- (6) If we study the science of teaching we will teach well.
- (7) He intended to be there.
- (8) It has laid there for a week.
- (9) Can I leave the room?
- (10) He died with yellow fever.

2 credits.

[Give only one for the correction, if the reason is not stated.]

## HISTORY.

1. (a) What of the Mound Builders? (b) What evidence can you give to prove that they were not the ancestors of the Indians?

5 credits each.

2. Upon what basis did each of the following lay claim to lands now in the United States: (a) Spain; (b) France; (c) England; (d) Holland?

2½ credits each.

3. Write a sketch of Washington's administration, noting:  
(a) His foreign policy; (b) the notions of the people in regard to the government; (c) the rise of political parties; (d) condition of home affairs on assuming the presidency; (e) condition on his retiring from office. *2 credits each.*

4. Discuss the "Doctrine of State Rights" in the light of the following:

(a) Kentucky and Virginia Resolutions; (b) Massachusetts Legislation relative to the war of 1812; (c) the "Hartford Convention;" (d) the Nullification Ordinance of South Carolina; (e) the Ordinance of Secession. *2 credits each.*

5. Distinguish between the "Virginia Plan" and the "New Jersey Plan" in the U. S. Constitutional Convention.

6. Trace briefly the financial policy of the United States from Alexander Hamilton to Wm. McKinley. *10 credits.*

7. Tell why each of the following became distinguished in American history: Wm. H. Prescott, Elias Howe, Charles Sumner, William Cullen Bryant, Eli Whitney. *2 credits each.*

8. What do the stars and what the stripes signify in our flag? When was this flag first used? *5 credits each.*

9. Name the great political parties of to-day, and give the distinguishing features in the platform of each. *10 credits.*

10. Tell what you know about the circumstances which each of the following suggests: (a) Weyler; (b) Klondike. *5 credits each.*

### CIVIL GOVERNMENT.

1. Distinguish between four different forms of government. *2½ credits each.*

2. Describe briefly each of the "four groups of rights." *2½ credits each.*

3. (a) Explain what is meant by *Magna Charta*; (b) The origin of *taxes*. *5 credits each.*

4. (a) What is the supreme law of the United States? (b) Describe the three departments of government for which it provides. *5 credits each.*

5. (a) What is the necessity for political parties? (b) Name all the conventions necessary to secure a nominee for President. (c) Give some of the *benefits* and some of the *evils* of the Convention System. (d) Which is the most important in the system of conventions? *2½ credits each.*

6. (a) What is a State? (b) Name the departments of a State government. (c) Give in brief the duties of the Administrative Officers of this State. (d) Give the number of State Senatorial districts and the number of lower house or assembly districts in this State. (e) Tell how a Territory becomes a State. *2 credits each.*

7. (a) How did it happen that Congress was composed of two houses? (b) For how long, and who elect members of each house? (c) What are the qualifications for membership in each? (d) How are vacancies in each house filled? *2½ credits each.*

8. Give the Executive Departments of the Federal Government. 10 credits.

9. (a) What was the object of "The Australian Ballot System?" (b) Give the main features of it. 5 credits each.

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2. A man walking 4 miles per hour has 30 minutes the start of a boy on a bicycle. How many miles per hour must the boy go to overtake the man in 20 minutes. 10 credits.

3. Give the prime factors of the following:

$m^3 - n^3$ ,  $a^3 + n^3$ ,  $a^8 - b^8$ ,  $p^4 + p^2 + 1$ ,  $n^2 - 2no + o^2$ . 2 credits each.

4. Of the following quantities  $x^4 - 2x^3 + 6x - 9$ ,  $6x^4 - 4x^3 - 16x^2 + 12x - 6$  find; (a) G. C. D.; (b) L. C. M. 5 credits each.

5. A and B, in a game of baseball, are each at the bat 15 times. B makes 2 hits to A's 1, and A gets out  $1\frac{1}{7}$  times as many times as B. Find the number of hits and outs of each, supposing each gets out when he does not make a hit. 10 credits.

6. Raise  $2a^2 + 4b^3$  to the 7th power by the binominal theorem. 10 credits.

7. Multiply  $(x - y)^{\frac{2}{3}}$  by  $(x + y)^{\frac{3}{4}}$  10 credits.

8. Find the value of x in  $x - 1 = 2 + \frac{2}{x}$ . 10 credits.

9. Find the value of x and y:  $\frac{1}{x} - \frac{1}{y} = 3$ ;  $\frac{1}{x^2} - \frac{1}{y^2} = 21$ . 10 credits.

10. A man purchased a field, whose length was to its breadth as 8 to 5. The number of dollars paid per acre was equal to the number of rods in the length of the field and the number of dollars given for the whole was equal to 13 times the number of rods around the field. Required the length and breadth of the field. 10 credits.

### PHYSICAL GEOGRAPHY.

1. Of what does Physical Geography treat? 10 credits.

2. (1) Explain the cause of day and night; (2) the causes of the change of seasons. 5 credits each.

3. Distinguish between maps of the earth on the following projections: (1) Mercators; (2) equatorial; (3) polar; (4) conical.  $2\frac{1}{2}$  credits each.

4. Give proofs of the present heated condition of the interior of the earth. 10 *credits*.

5. (1) What is an atoll? (2) What do their existence in any part of the earth prove? 5 *credits* each.

6. (1) How are tides caused? (2) Distinguish between *ebb*, *flood*, *spring* and *neap* tides. 5 *credits* each.

7. (1) Give proofs that the greater weight of the atmosphere lies within a few miles of the earth's surface. (2) Explain the origin of winds. 5 *credits* each.

8. Give the characteristic fauna of the following: (1) North America; (2) South America; (3) Australia; (4) Greenland; (5) Cuba. 2 *credits* each.

9. (1) Distinguish between vertical and horizontal distribution of vegetation? (2) What are the conditions requisite for forests? 5 *credits* each.

10. Tell the following of Alaska: (1) Its area; (2) its principal islands; (3) its principal trees; (4) its principal animals. (5) Describe the river system of the Yukon. 2 *credits* each.

# STATE UNIFORM EXAMINATIONS.

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Questions Used June 7, 1898, for Second or Third Grade Certificates.

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Do you dislike examinations? Your remedy is to work for a State Certificate.

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## REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on that subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for the examination is limited to three days, and the subjects must be taken in the following order: Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. **Duties.**—Every examinee must supply himself with cap-paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. **Prohibitions.**—During the examination *on any subject* there shall be no violation of any of the following: (1) No examinee shall be seated so that it is possible for him to read another's writing; (2) Shall have in his possession any book, note-book or other thing from which help may be obtained; (3) Shall speak to any person; (4) Shall overlook another's work; (5) Shall ask the examiner the meaning of any question; (6) Shall leave his seat without permission; (7) Shall leave the room more than once, or remain out longer than *ten* minutes; (8) Shall pass or throw anything about the room; (9) Shall place any mark calculated to disclose its author on any paper.

Violations of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee, or for throwing out a whole county examination.

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## ORTHOGRAPHY.

1. Define: *Orthography, primitive word, derivative word, prefix, suffix.* 2 credits each.

2. Unite each of the following *primitive words* with the suffix and give the rule for spelling: *Close -|- ure, singe -|- ing, charge -|- able, plan -|- ing, fancy -|- ful, differ -|- ed, prefer -|- ed, Aquard -|- ous, red -|- en, model -|- ing.* 1 credit each.



3. Separate the *prefix* and the *root* in the following derivatives and write after each prefix its meaning: *Abed, afternoon, belittle, midsummer, misname, withstand, unkind, outstrip, disobey, foresight.* 1 credit each.

4. Form a derivative by using each of the following as a prefix or suffix, and define each word formed: *Age, ery, cule, dom, ful, ish, ity, ment, ness, post.* 1 credit each.

5. Write the following and opposite each a homonym: *Rude, sear, surf, serge, auger, throw, team, suite, root, strait.* 1 credit each.

6. Syllabicate and mark diacritically the vowel in the syllable primarily accented in each of the following: *Inventory, financier, ally, gratis, apparatus, sinecure, recess (noun), agriculture, abdomen, alternately.* 1 credit each.

7. Form ten derivatives by using as a prefix or suffix each of the following, once only, meaning: *One who, across, times, between, like, against, little, without, full of, made of.* 1 credit each.

8-10. Spell correctly: *Damning* (obstructing), *bulitin*, *census* (enumeration), *reserrection*, *restorant*, *separation*, *malliable*, *p r i v i l e g e*, *corister*, *pregudice*, *hipokrit*, *projeny*, *orkestra*, *kleek*, *missle*, 2 credits each.

## READING.

1. Name in order the steps you would pursue in teaching a beginner to read. 10 credits.

2. When a class has reached Fifth Reader, state what you aim to accomplish by the reading exercises, and how you would conduct a recitation. 10 credits.

3. Name the necessary qualifications of a successful teacher of reading. 10 credits.


4. What other subjects should be taught in connection with reading? 10 credits.

5. Name the books you have read that have been especially helpful in directing you how to teach reading. 10 credits.


6. Read for the examiner, without previous knowledge of what you would read, a paragraph of prose. 25 credits.

7. Read for the examiner, he selecting the piece, one or more stanzas of poetry. 25 credits.

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 The examiner will grade the reading of each selection from 0 to 25 and deliver his grading of the same to the Grading Committee.

## ARITHMETIC.

 Solutions must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

NOTE—*Ten possible credits for each example.*

1. (a) Express in words: 605006. (b) Write in figures: Eight hundred trillion, eight billion, eight million, eight hundred thousand, eighty. (c) Write: Fifty-five thousand eight hundred sixteen dollars, five cents. (d) Express by Arabic notation:  $\overline{\text{XDCCCXXII}}$  (e) Express one million by Roman notation, using one letter.

*2 credits each.*

2.  $4 + 11 \times 3 - (5 + 28 \div 4 + 24) \div 6 = ?$

3. Write all the prime factors of 4862.

4. A can walk around a race-course in 12 min., B in 15 min., and C in 18 min. If they start together and keep walking each at his own rate, how many minutes will elapse before they are all three together at the starting point, and how many times will each have made the circuit?

5. The pendulum of one clock makes 25 beats in 28 seconds, and that of another clock 30 beats in 34 seconds. If the clocks are started at the same moment, when first after starting will the clocks beat together again?

6. What is the exact value of  $\left( 3 + 2\frac{1}{2} - \frac{3}{4} \text{ of } \frac{6}{2} + \frac{4}{3} \right) \div 4\frac{1}{5} ?$

7. When it is noon at Philadelphia it is 10 min. past 5 o'clock p. m. at Paris. What is the longitude of Paris, the longitude of Philadelphia being  $75^{\circ} 10'$ ?

8. Find, by using approximate measurement, how many feet high a box 5 ft. square must be made to hold 100 bushels of rice.

9. After getting a note, without interest, discounted at a bank for 3 mo. at 6 per cent., I had \$354.42. What was the face of the note?

10. A man purchased a horse, giving in payment his note at 6 per cent. At the end of 3 years and 6 months he found that he owed \$42 interest. How much did the horse cost him?

## ENGLISH GRAMMAR.

1. (a) What does English Grammar teach? (b) How should pupils be taught the subject for two or three years preparatory to taking up technical grammar?

*5 credits each.*

2. In beginning grammar, should the sentence and its elements, or the *parts of speech* and their properties and accidents, be taught first? Why?

*10 credits.*

3. (a) Name and define the different kinds of sentences. (b) Write a declarative sentence and change it into each of the other kinds.

*5 credits each.*

4. (a) Define inflection. (b) When is it called *declension*; when comparison; when conjugation?

*5 credits each.*

5. Decline *I, thou, thyself, which, man-of-war.* 2 credits each.
6. Give the rule and compare each of the following: *hot, cheerful, sincere, able, capable, angry, fore, well, worldly, much.* 1 credit each.
7. Copy the following and write opposite each its plural: *army, turkey, tax, thief, brief, \*, solo, son-in-law, forget-me-not, Knight Templar.* 1 credit each.
8. Write the synopsis with *thou* of the verb *drive* in the passive in all moods and tenses, and give all forms of the *infinitive* and *participles.* 10 credits.
9. Make a list of all the *prepositions, clauses, and phrases,* stating what each modifies and the kind of an element it is, in the following sentence:  
 "We cannot perceive that the study of Grammar makes even the smallest difference in the speech of people who have always lived in good society." 10 credits.
10. Parse in full the Italicized words in the following sentences:  
 (1) *Whoever* studies *will* learn.  
 (2) *Every* good gift is from *above.*  
 (3) He is *all* awry, for his reputation is his *all.*  
 (4) Be not *like* *dumb,* driven cattle.  
 (5) *Than* whom, Satan excepted, *none* higher sat. 10 credits.

## COMPOSITION.

1. What advantage to composition are *written recitations?* Should they be more frequent, more carefully corrected and copied? 5 credits.
2. What of the nature of the subjects, and at what period in a child's education should composition work begin? 5 credits.
3. Elaborate upon the benefits of the following as introductory to composition writing: (1) *Conversation-lessons;* (2) *Copying exercises;* (3) *Oral and written descriptions of pictures and familiar objects;* (4) *Committing choice extracts.* 5 credits.
4. A knowledge of the following being indispensable in composition, when and how should their use be taught: (1) *Capital letters;* (2) *Punctuation;* (3) *Use of words;* (4) *Use of sentences;* (5) *Figures of speech.* 5 credits.
5. Name briefly ten instances when words should begin with capitals. 5 credits.
6. (a) Name all the marks of punctuation in general use. (b) Write five rules for the use of the comma. 5 credits.
7. Write ten cautions to be observed in the selection of words. 5 credits.
8. Give five general rules to be observed in the construction of sentences. 5 credits.
9. Name and illustrate the use of five of the *figures of speech* in most common use. 5 credits.

10. (a) What is the value of paragraphing? (b) Give some rules for paragraphing. *5 credits.*

11. After preparing an outline, write a composition, at least one fool's-cap page in length, on one of the following subjects:

- (1) The use and abuse of school examinations.
- (2) Teachers' Uniform Examinations.
- (3) The war with Spain.
- (4) The necessity of ripe scholarship in a teacher.

*50 credits.*

### UNITED STATES HISTORY.

1. Tell what you know of the "Starving Time," and what followed in the early history of the country.

2. Relate the story of the sending of wives to Virginia.

3. What of "bond servants," "redemptioners" and slaves, in the colonies.

4. Tell the history of Patrick Henry and his part in precipitating the Revolution.

5. What forms of religious worship were established by law in different sections before the Revolution? To whom is the country indebted for religious freedom, free speech, and a free press.

6. (a) Give an account of the United States Navy in the war of 1812. (b) Give an account of the battle of Bladensburg and the subsequent results.

7. Why is each of the following celebrated in history: Arnold, Ethan Allen, John Endicott, Roger Williams, Lafayette, Daniel Boone, Alex. Hamilton, Washington Irving, Alex. H. Stephens, Admiral Dewey?

8. Describe the Civil War from Bull Run to Gettysburg.

9. Relate the history of the term, "The Greater New York."

10. Tell the causes of the present war with Spain.

### GEOGRAPHY.

1. Of what use are parallels of latitude and meridians?

2. What cities in the United States are in about the same latitude as Madrid?

3. (a) Give approximately their number, their combined area and the population of the Philippine Islands. (b) Give the latitude and longitude of Manila.

4. (a) What are zones? (b) Give the width of each in miles.

5. Name ten important rivers of the Mississippi River System.

6. Name in order the five nations that have the largest population.

7. What is the distance, and through what waters would you sail from Gibraltar to Manila?

8. Give the following in regard to Cuba: Length, average width, area in square miles, climate, character of soil, chief products, number of inhabitants and their character, chief exports and imports.

9. Locate Mexico. How many states compose the republic? What is its area? What is the character and number of its population? What are its chief exports and imports?

10. Name all the governments in South America with their capitals. State approximately their combined population. What countries have furnished the greater part of the South American population? What language is principally spoken in each government?

### PHYSIOLOGY.

1. Describe all the bones of the trunk.
2. Give the physiological reasons why a child's feet should not be allowed to dangle from a high seat.
3. Explain the uses and structure of the muscles.
4. Describe and state the uses of the perspiratory glands.
5. Name the organs of respiration and tell how we breathe.
6. Give reasons for school-room ventilation; and tell how it may best be done.
7. Describe the heart and explain its movements.
8. Tell the effects of alcoholic drinks and narcotics upon circulation; the heart; the blood; the lungs.
9. Trace the food from the mouth to the small intestines and describe the whole process of digestion; explaining the action of the gastric and pancreatic juices and the bile.
10. Explain the effects of alcoholics and narcotics upon the organs and process of digestion; and give the "Law of Heredity."

### THEORY AND PRACTICE.

*(From Hughes' Mistakes in Teaching.)*

1. Discuss the following mistakes; (1) *Regarding Knowledge as more important than the child*; (2) *Of confining education to the school*; (3) *Of neglecting definite moral training.* Chap. I.  
3½ credits each.

2. Give a brief of the arguments on the following questions of school management: (1) *Yard supervision*; (2) *Demerit marks*; (3) *Tardiness in the teacher*; (4) *Personal habits of the teacher*; (5) *Sitting while teaching.* Chap. II.  
2 credits each.

3. Give in substance the discussion on five mistakes of the teacher in dealing with parents. Chap. II.  
2 credits each.

4. Discuss the following mistakes in discipline: (1) *Trying to teach without order.* (2) State five rules given for "maintaining order." Chap. III.  
5 credits each.

5. What is said in relation to the following: (1) *Too many rules.* (2) *Losing sight of the class.* (3) *Whipping for disciplinary purposes merely.* (4) *Allowing whispering on the plea of "allowing pupils to assist each other."* (5) *A hearty laugh in the school room.* Chap. III. 2 credits each.

6. Discuss the following mistakes in method: (1) *Asking questions in rotation;* (2) *Repeating questions;* (3) *Slavish use of text-books;* (4) *Assigning lessons without testing thereon;* (5) *Continuing lessons too long.* Chap. IV. 2 credits each.

7. State in brief the argument of Mr. Hughes on the following: (1) *Thinking one teaching of a subject sufficient;* (2) *Supposing detecting errors means correcting them.* Chap. IV. 5 credits each.

8. What is said of the following: (1) *Trying to teach too much in a single lesson;* (2) *Paying most attention to smart pupils;* (3) *Accepting partial answers;* (4) *Repeating answers.* Chap. IV. 2½ credits each.

9. Write what is said of *talking too much while teaching.* (2) Quote the "Teacher's Golden Rule," and the sayings of Mr. Hughes, Sir William Hamilton, and Horace Mann, relative to the same principle. Chap. IV. 5 credits each.

10. Reproduce the substance of the arguments in discussing the following mistakes: (1) *Allowing "Yes" and "No," and neglecting the manners and deportment of pupils;* (2) *Tempting pupils by the self-reporting system.* 5 credits each.

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The questions on this subject for the September examination will be taken from Browning's *Educational Theories*, published by E. L. Kellogg & Co., 68 East Ninth St., New York.


# FOR FIRST GRADE CERTIFICATES.

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The preceding examinations on Orthography, Reading, Composition, Geography, Physiology and Theory and Practice were also required for this certificate.

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## ARITHMETIC.

 Solutions must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

NOTE—*Ten possible credits for each example.*

1. A farmer brought to market 3 jars of butter, weighing 27, 29, and 40 pounds, respectively. The empty jars weighed  $4\frac{1}{3}$ ,  $4\frac{2}{3}$ , and  $7\frac{1}{4}$  pounds. The butter was sold for \$28. Give the price per pound in the fraction of a dollar.

2. Reduce  $\left(\frac{2\frac{3}{4}}{4\frac{2}{3}} \div \frac{3\frac{1}{3}}{4\frac{1}{4}}\right) \times \frac{8}{9} + .01$  to a decimal. Give answer correct to six decimal figures.

3. Find the value in U. S. money of the contents of a purse containing 35 sovereigns, 27 half-sovereigns, 13 crowns, 41 half-crowns, a guinea, and a shilling.

4. Express .65 of a pint as a decimal of a bushel.

5. Fifteen persons agree to purchase a tract of land, but three of the company withdrawing, the investment of each is increased \$150. What does the land cost?

6. If the assessed valuation of a town is \$2,360,000, and the town has 640 polls, paying \$1.50 each, what must be the rate of taxation in order to raise \$10,400?

7. What is the difference between the present worth and proceeds of \$560 due in 2 yr., 6 mo., at 6 per cent?

8. If 5 horses eat as much as 6 cattle, and 8 horses and 12 cattle eat 12 tons of hay in 40 days, how much hay will be needed to keep 7 horses and 15 cattle 65 days?

9. If a globe of gold 1 inch in diameter is worth \$120, what is the diameter of a globe of gold worth \$6400?

10. If a child should receive 1 cent at birth, 2 cents on the second birthday, 4 cents on the third, etc., how much would he be worth when 21 years of age?

## ENGLISH GRAMMAR.

1. (a) Distinguish between practical and technical Grammar. (b) Tell which should be taught first, and give reasons for your answer.

2. Separate the following into *all of its propositions, clauses and phrases*; classify and tell what each modifies:

"Nobody knew how the fisherman brown,  
With a look of despair that was half a frown,  
Faced his fate on that furious night,  
Faced the mad billows with hunger white,  
Just within hail of a beacon light  
That shone on a woman fair and trim  
Waiting for him."

3. Parse *in full* in the above sentence: *how*, *that* (wherever it appears), *with* (both), *just*, *faced* (second), *half*, *knew*.

4. Write each *part of speech* and after it as a head, in the order of stating them in *parsing*, all the properties and accidents to which each is subject.

5. (a) Only what kind of verbs may have a passive voice, and why? (b) How is the passive voice of every verb formed?  
5 credits each.

6. Write a short sentence and illustrate each of the following uses of the infinitive: (1) As the subject of a sentence; (2) As the object of a verb; (3) As the object of a preposition; (4) As the complement of a verb; (5) As a noun appositive; (6) As an adjective; (7) As an adverb.

7. Write a short sentence in which a *noun clause* is used; (1) As the subject of a sentence; (2) As the object of a verb; (3) As the object of a preposition; (4) As a complement of the verb *be*; (5) As an appositive.  
2 credits each.

8. Write two sentences and illustrate the difference between *restrictive* and *non-restrictive* clauses.

9. (a) Give four classifications of sentences. (b) What determines the classification of *words, phrases and clauses*?  
5 credits each.

10. (a) Which two *parts of speech*, besides conjunctions, may connect; and what is each of them called? (b) Illustrate each by a sentence.

## UNITED STATES HISTORY.

1. What are the chief benefits to be derived from the study of history, and what subjects should be taught in connection with it.  
10 credits.

2. Give the principal epochs in the history of what is now the United States.  
10 credits.

3. Distinguish between the Provincial, Continental and Federal Congresses.  
10 credits.



4. Give the meaning and origin of each of the following political terms: *Loco-focos*, *Nullification*, *Free Soilers*, *Know-nothings*, *Underground Railroad*, *Secession*, *Southern Confederacy*, *Emancipation*, *Carpet-baggers*, *Mugwumps*. 1 credit each.

5. (a) Who enunciated the doctrine, "To the victors belong the spoils?" (b) What is meant by "Civil Service Reform?" (c) Under whose administration was the latter inaugurated? (d) What is likely to be the outcome of it? 10 credits.

6. What is meant by the "Monroe Doctrine?" What recent occurrence made this question prominent again? Explain.

10 credits.

7. Write five questions you would ask a class about the "Dred Scott Decision." 10 credits.

8. Give a brief sketch of the first one of each in the United States: (a) Railroad; (b) steamboat; (c) newspaper; (d) telegraph; (e) cotton gin. 2 credits each.

9. What do you understand by the "Resumption Act" of 1879; the Sherman Silver Bill repealed by special session of Congress in 1893? 5 credits each.

10. What do you understand by "the free and unlimited coinage of silver at the ratio of 16 to 1?" 10 credits.

### CIVIL GOVERNMENT.

1. (1) What State took the first step leading to the formation of the present Constitution of the United States? (2) Name the time and place fixed by the commissioners for the meeting of the first Convention. (3) Why did the attempt fail? (4) When and where did the Convention finally meet? (5) State why the organization was delayed, and who was elected president, and the length of the session.

2 credits each.

2. (1) The ratification of how many States were necessary to adopt the Constitution? (2) How many ratified within a year? (3) When was the first election held under it? (4) What prevented Congress from organizing and the President from being inaugurated at the date fixed, March 4th, 1789? (5) When and where was he finally inaugurated?

2 credits each.

3. (1) Give the six reasons set forth in the preamble for the establishment of the Constitution. (2) How many Articles in the original instrument? (3) How many since added by amendments? (4) How many amendments were proposed by the first Congress? (5) Which three were offered and declared ratified to free and to adjust the negro to citizenship?

2 credits each.

4. (1) Name the branches of government established by the Constitution. (2) Show wherein these branches are not entirely independent of each other. (3) Name the two bodies created constituting the first branch of government. (4) What are both together called? (5) How often is this body required to meet?

2 credits each.

5. Why is the House of Representatives so called? (2) State three conditions of eligibility therein. (3) Give the number of members in the first Congress. (4) When was the first census taken? (5) What was approximately the population of the United States, and what was the primary object of this census?

2 credits each.

6. (1) Give approximately the population of the Eleventh census; the number of members in the present House. (2) What population was made the basis of the apportionment of Representatives after the first census; what after the eleventh? (3) Can a non-resident of a Congressional district be elected and serve it in Congress? (4) What three exclusive powers are granted the House of Representatives? (5) How many times has the House of Representatives elected a president, and under what circumstances may a State have no voice in such election?

2 credits each.

7. How many members now compose the United States Senate? (2) Who are eligible; how are they elected, and how did it happen that the Constitution did not require their election by popular vote? (3) Who is its presiding officer; when must the Chief Justice preside? (4) What *executive* and what *judicial* functions performed by this body? (5) Under what circumstances may a State lose its vote in the election of a Vice-President?

2 credits each.

8. (1) Why is it that State Legislatures frequently *instruct* their Senators and *request* their Representatives to support certain national measures? (2) How long must a foreigner live in this country before eligible to the Senate? (3) What is the salary of a Senator; a Representative? (4) What are the salaries of Vice-President and Speaker of the House? (5) Under what conditions may a Governor appoint a Senator.

2 credits each.

9. Give three processes by which a bill may become a national law.

10 credits.

10. (1) Show the points of agreement and how State governments are all built on the plan of the general government. (2) Mention the Executive officers of a State and the primary duties of each.

5 credits each.

## ALGEBRA.

1. (1) Define Algebra. (2) Express the multiplication of  $a$ ,  $b$  and  $c$ , in three ways. (3) Express the division of  $a$  by  $b$  in two ways. (4) Write  $x$  with a *numerical coefficient*; with a *literal coefficient*; with a *literal exponent*. (5) Express the *fourth root* of  $x^3$ ; the reciprocal of  $a -|- b$ .

2 credits each.

2. Express by algebraic symbols: (1)  $x$  equals the sum of  $a$  and  $b$ ; (2)  $x$  is less than the sum of  $a$  and  $b$ ; (3)  $x$  is greater than the sum of  $a$  and  $b$ ; (4)  $x$  is not equal to  $y$ ; (5)  $x$  is not greater than  $y$ ; (6)  $x$  is not less than  $y$ ; (7) make the *sign of deduction* (meaning *therefore*); the *sign of continuation* (meaning *and so on*); (8) name the four *signs of aggregation*; (9) in the trinomial  $2a^2 - b^3 -|- 3c$ , tell the *sign* of  $2a^2$ , the *coefficient* of  $b^3$ , and the *exponent* of  $3c$ ; (10) Give three brief rules embodying your answers to sub-question "(9)."

1 credit each.

3. (1) Add: (a),  $2a \div (+a)$ ; (b),  $2a \div (-a)$ ; (c),  $-2a \div (+a)$ ; (d),  $-2a \div (-a)$ .

(2). Subtract: (a),  $2a \div (+a)$ ; (b),  $2a \div (-a)$ ; (c),  $-2a \div (+a)$ ; (d),  $-2a \div (-a)$ .

(3). Multiply: (a),  $a \times (+b)$ ; (b),  $-a \times (+b)$ , (c),  $a \times (-b)$ ; (d),  $-a \times (-b)$ .

(4). Divide: (a),  $ab \div (+a)$ ; (b),  $-ab \div (-a)$ ; (c),  $-ab \div (+a)$ ; (d),  $ab \div (-a)$ .

(5). Explain all the algebraic meanings of the signs *plus* and *minus*. 2 credits each.

4. Resolve each of the following factors into four factors:

(1),  $1-m^6$ ; (2).  $x^4 + 7x^3 + 9x^2 - 7x - 10$ . 5 credits each.

5. Find each the G. C. D. and L. C. M. of  $6x^2 - 13x + 6$ ,  $2x^2 + 5x - 12$ , and  $6x^2 - x - 12$ . 5 credits each.

6. Reduce to its simplest form  $\left(\frac{m}{m-n} - \frac{n}{m-n}\right) \div \left(\frac{m}{m+n} + \frac{n}{m-n}\right)$ . 10 credits.

7. Solve the equations  $\frac{14}{x} + \frac{7}{y} = 4\frac{1}{3}$ ,  $\frac{21}{x} - \frac{6}{y} = 1$ . 10 credits.

8. A and B together earn \$50 in eight days; A and C together, \$69 in 12 days; B and C together, \$55 in 10 days. How much can each earn in a day? 10 credits.

9. Find the value of  $x$  in  $\frac{1}{x + \sqrt{2-x^2}} + \frac{1}{x - \sqrt{2-x^2}} = \frac{x}{2}$ . 10 credits.

10. A certain number of sheep were bought for \$468; but, after 8 of them have been reserved, the rest were sold at an advance of \$1 a head, and \$12 were gained on the lot. How many sheep were bought? 10 credits.

## PHYSICAL GEOGRAPHY.

1. (1) Distinguish between *Mathematical*, *political*, and *physical* Geography. (2) Name six other sciences closely akin to and partly treated in Physical Geography. 5 credits each.

2. Give the following in regard to the earth: (1) Its form; (2) Its Polar and mean Equatorial diameters; (3) Its surface in square miles, and volume in cubic miles; (4) Its relative *cubical contents* and *mass* as compared with the sun; (5) The source from which its losing heat is largely restored. 2 credits each.

3. Define: (1) *Agonic line*; (2) *Isogonic lines*; (3) *Isoclinical lines*; (4) *Magnetic storms*; (5) *Mercator's Projection*. 2 credits each.

4. (1) What is relief? (2) Give the total relief of the earth in miles, and the proportion between that and the earth's radius; (3) Tell the effects of erosion; (4) Under what circumstances might there be no land? (5) Classify islands. 2 credits each.

5. (1) Describe the coral polyp, and coral reef building. (2) Give the theory of atolls. 5 credits each.

6. Define Seismology. (2) Give the modern theory of earthquakes, and their effects at sea. 5 credits each.

7. (1) Explain the nature of waves, how produced, movement, extreme height and velocity, duration, depth of disturbance, etc. (2) Explain the phenomena of tides; solar, lunar, spring and neap tides, height at different places; *bores* and *maelstrom*. 5 credits each.

8. (1) Define climate, and state the *chief conditions* which determine the climate of a place. (2) Tell how winds are produced; give the starting place of cyclones, and draw the distinction between cyclones and tornadoes. 5 credits each.

9. (1) Define vapor, and tell how water is held in the air. (2) Explain what is meant by the "dew point," and state the conditions and in what forms vapor is precipitated. 5 credits each.

10. (1) Tell what is meant by the flora of a country, and tell the conditions which effect flora. (2) Explain what is meant by the fauna of a country, and name some of the animals common to the several faunal regions. 5 credits each.

# QUESTIONS FOR STATE CERTIFICATES

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Used January 1898.

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“Too low they build who build beneath the stars.”—Young.

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## NOTICE TO EXAMINEES.

1. A fee of one dollar not refundable and an endorsement of good character must be handed the examiner.
  2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
  3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.
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## GEOMETRY.

(From Robinson's New Geometry.)

1. Draw and define each of the quadrilaterals.  
2 credits each.
2. Define: (a) *Altitude of a polygon*; (b) *equivalent magnitudes*; (c) *similar figures*; (d) *an arc*; (e) *a proposition*; (f) *a problem*; (g) *a theorem*; (h) *a hypothesis*; (i) *a corollary*; (j) *a postulate*.  
1 credit each.
3. Demonstrate: The sum of the three angles of any triangle is equal to two right angles.  
10 credits.
4. Demonstrate: If in any triangle a line be drawn from any angle to the middle of the opposite side, twice the square of this line, together with twice the square of one half of the side bisected, will be equivalent to the sum of the squares of the other two sides.  
20 credits.
5. Demonstrate: An angle at the circumference of any circle is measured by one half of the arc on which it stands. 20 credits.
6. Problem: Two parallel chords in a circle are 8 feet each, and their distance apart is 6 feet; what is the radius of the circle?  
10 credits.
7. Problem: How far can a keeper in a light house 200 feet above the sea level see a man in the water, assuming the diameter of the earth to be 8,000 miles?  
10 credits.
8. Demonstrate: Any triangular pyramid is one-third of the triangular prism having the same base and equal altitude.  
10 credits.

## TRIGONOMETRY.

(From Robinson's.)

1. Draw a figure, name and describe each of the trigonometrical lines, or circular functions. 10 credits.
2. Conceive the radius unity and find the value of each function in terms of the other. 20 credits.
3. Give the algebraic signs of all the circular functions in each quadrant. 20 credits.
4. Proposition: In any triangle, the sines of the angles are to one another as the sides opposite to them. 20 credits.
5. Problem: In a right-angled triangle, ABC, given the base AB, 1214, and the angle A,  $51^{\circ} 40' 30''$ , to find the other parts. [Give proportions simply, as logarithms cannot be used.] 10 credits.
6. Explain logarithms. Tell how *multiplications, divisions, raising to powers*, and the *extraction of roots*, may be performed by logarithms. 10 credits.
7. Problem: In a plane triangle, the side AC=1751, CB = 1257.5, AB= 2364.5, find the angles. [Use the formula for cosines and work correctly to the use of logarithms.] 10 credits.

## PHYSICS.

(From Steele's Popular Physics.)

1. Name five *general properties* of matter. Define five *specific properties* of matter. 1 credit each.
2. (a) Give the three laws of motion. (b) Explain *circular motion; reflected motion*. 5 credits each.
3. (a) Draw a diagram and show how a nearly west wind may drive a sail-boat north. (b) Why will a rifle ball make a round hole in a pane of glass while a stone thrown against it will shatter it? 5 credits each.
4. Give the *law of capillarity*; distinguish between *direct* and *reversed* capillarity. (b) Give the three laws of *weight*. 5 credits each.
5. (a) A man on the earth (4,000 miles from the centre) weighs 200 lbs., what would he weigh 2,000 miles above the surface? (b) How high is a precipice if it takes 10 seconds for a stone to fall to its base? 5 credits each.
6. Illustrate the three classes of levers; give the *law of equilibrium*. 10 credits.
7. Draw a diagram and illustrate the principle of the *hydrostatic press*. 10 credits.
8. (a) A water tower 81 ft. high has an orifice at the base, what will be the velocity of a jet? (b) What will be the number of cubic feet of water discharged in 10 seconds if the orifice have an area of  $\frac{1}{4}$  a square foot? 5 credits each.
9. (a) Describe a rainbow. (b) Why are they circular; why always opposite the sun; why are there primary and secondary bows? 5 credits each.
10. (a) Distinguish between *frictional* and *voltatic* electricity. (b) Explain *Rhumkorff's coil*. 5 credits each.

## ZOOLOGY.

(From Steele's Popular Zoology.)

1. (a) Define *organic matter*, and give the kingdoms into which organisms are divided. (b) Of what does Zoology treat?  
5 credits each.
2. Illustrate the six classifications of the *animal kingdom* beginning with the *swallow* as a species.  
10 credits.
3. Define the following branches of *invertebrates*: (1) *protozoa*; (2) *porifera*; (3) *coelenterata*; (4) *echinodermata*; (5) *vermes*; (6) *mollusca*; (7) *arthropoda*.  
10 credits.
4. Name the *branch, class and order* to which each of the following belongs: (1) *common sponge*; (2) *jelly-fish*; (3) *star-fish*; (4) *tape-worm*; (5) *mosquito*.  
2 credits each.
5. Give the chief points of distinction between *invertebrates* and *vertebrates*.  
10 credits.
6. Give reasons for sub-dividing the *vertebrates* into each of the following ten *classes*: *acrania, cyclostoma, elasmobranchii, ganoidi, teleostei, dipnoi, batrachia, reptilia, aves, mammalia*; or define each.  
20 credits.
7. Give *class and order* of each of the following: *sting-ray, cat-fish, swell-fish, bull-frog, rattlesnake*.  
2 credits each.
8. Give the *order, genus and species* of each of the following *mammalia*, and the reason for each distinction in classification: (1) *Kangaroo*; (2) *horse*; (3) *mastiff*; (4) *gorilla*; (5) *man*.  
2 credits each.
9. (a) Discuss *migrations of birds*; (b) *homologies of the vertebrates*.  
5 credits each.

## BOTANY.

(From Gray's Lessons in Botany.)

1. (a) Distinguish between *Systematic* and *Structural* Botany; (b) Explain the terms *morphology, histology, and vegetable physiology*.  
5 credits each.
2. Take *flax* and illustrate in various ways the advantages of a *pattern plant*.  
10 credits.
3. Define: *cotyledon, caulicle, plumule, node, calyx, sepal, stamen, pistil, stigma, anther*, and other technical terms used in the above illustration.  
10 credits.
4. Draw *diagrams and illustrate* ten kinds of *buds*.  
10 credits.
5. Describe the functions of each and name some plants that has each of the following kinds of roots: *tap, multiple, primary, secondary, fibrous, fleshy, napiform, fusiform, fascicled, aerial, root hairs*.  
2 credits.
6. Explain the meaning of the following terms used in connection with stems: *herbaceous, arboreous, diffuse, decumbent, assurgent, culm, caudex, stolon, offset, rootstock*.  
2 credits each.

7. Draw diagrams and describe leaves as to the following particulars: (1) *venation*; (2) *general outline*; (3) *apex* and *base*; (4) *stipules*; (5) *phyllotaxy*. 2 credits each.

8. Analyze each of the following, making all possible classifications: *orange, pineapple, watermelon, Irish potato, onion*. 2 credits each.

### LATIN.

1. Ad haec Caesar respondit: 'Se magis consuetudine sua quam merito eorum civitatem conservaturum, si prius quam murum aries attigisset se dedidissent: sed deditiois nullam esse condicionem nisi armis traditis. Se id quod in Nervii fecisset facturum, finitimisque imperaturum, ne quam dediticiis populi Romani injuriam inferrent.' Re nuntiata ad suos, quae imperarentur facere dixerunt. 10 credits.

2. Decline the above, *se, aries, nullam, armis, re*. 10 credits.

3. (a) What part of speech is *conservaturum*? (b) How is such discourse usually expressed? 10 credits.

4. Give the principal parts of *attigisset, dedidissent, fecisset, inferrent*. Why is each in the Subjunctive mood? 10 credits.

5. Give the case and construction of each: *se* (second one), *deditiois, traditis, finitimisque, imperaturum, dediticiis, populi*. 10 credits.

6. Ausus quinetiam voces jactare per umbram  
Implevi clamore vias: moestusque Creusam  
Nequicquam ingeminans, iterumque iterumque vocavi.  
Quaerenti, et tectis urbis sine fine furenti,  
Infelix simulacrum, atque ipsius umbra Creusae  
Visa mihi ante oculos, et nota major imago.  
Obstupui, steteruntque comae, et vox faucibus haesit.  
Tum sic affari, et curas his demere dictis:  
Quid tantum insano juvat indulgere dolori,  
O dulcis conjux? non haec sine numine Divum  
Eveniunt: nec te comitem asportare Creusam  
Fas, aut ille sinit superi regnator Olympi.  
Longa tibi exilia, et vastum maris aequor arandum.  
Ad terram Hesperiam venies, ubi Lydius arva  
Inter opima virum leni fluit agmine Tybris.  
Illic res laetae, regnumque, et regia conjux  
Parta tibi: lachrymas dilectae pelle Creusae. 20 credits.

7. Give principal parts of *ausus, implevi, visa, obstupui, steterunt*. 10 credits.

8. Parse in full *quaerenti, nota, affari, demere, arandum, virum, leni, partita, pelle, Creusae*. 20 credits.

### RHETORIC.

(From Quackenbos.)

1. What is the province and object of rhetoric? 10 credits.

2. Give the *elements* and *standards* of taste. 10 credits.

3. Name the sources of the *pleasures* of the imagination. 10 credits.



4. Name the essential elements of the *sublime* in writing. 10 credits.
5. Name the elements of *beauty*; contrast *sublimity* with *beauty*. 10 credits.
6. Name *two* figures of orthography; *eight* of etymology; *five* of *syntax*. 10 credits.
7. Define *sixteen* of the principal figures of rhetoric; illustrate each by a short example. 20 credits.
8. Name the different varieties and the essential properties of style. Give directions for forming a good style. 20 credits.

### ENGLISH LITERATURE.

(From Rev. Stopford Brooke.)

1. Give a sketch of the author, and an outline of the *Canterbury Tales*. 5 credits each.
2. Name the authors with their literary works that greatly influenced prose literature in the time of Henry VIII. 10 credits.
3. Give a sketch of the youth and manhood of the author of the *Faerie Queen*. 10 credits.
4. What is said of the *decay of the drama*? Name some of the *dramas* written by Ben Jonson, and how does he compare with Shakespeare? 5 credits each.
5. Name and describe the writings of Jeremy Taylor; Richard Baxter. 5 credits each.
6. Give a sketch of the life of John Milton. Give the characteristics of *Paradise Lost* and of *Paradise Regained*. 5 credits each.
7. Give a sketch of the life of Alexander Pope; a summary of his writings; their design and effect. 10 credits.
8. What were the *Tatler*, *Spectator* and *Guardian*; what their influence upon the people; who the principal writers? 10 credits.
9. (a) Name the principal prose writers between 1745 and 1832. (b) Give a brief outline of two of the principal literary works. 5 credits each.
10. Couple the author with the following and give a sufficient summary of two of them to show that you have read each: *The Religious Affections*; *Poor Richard's Almanac*; *The Spy*; *The Sketch Book*; *Psalm of Life*; *We and Our Neighbors*; *The Seven Oaks*; *The Circuit Rider*; *Little Women*; *Sights and Insights*. 10 credits.

### PSYCHOLOGY.

(From Sully's *Outlines*.)

1. Define psychology; show its relation to physiology and education. 10 credits.
2. (a) How is the mind divided for purposes of study? (b) Explain the relation between these psychical factors. 5 credits each.
3. Distinguish between *senses* and *sensations*. (b) Treat of the *range* and *origin* of instinct in man. 5 credits each.

4. (a) Define and give the general functions of attention.  
(b) How may the teacher train the attention of pupils?  
5 credits each.
5. (a) Define perception; (b) Distinguish between a *precept* and a *concept*; between *perception* and *conception*.  
5 credits each.
6. (a) Define memory. (b) Give some of the general conditions necessary to reproduction, and tell how memory may be cultivated.  
5 credits each.
7. (a) Distinguish between *inductive* and *deductive* reasoning.  
(b) Explain the mental process in reasoning. 5 credits each.
8. Distinguish between *feelings* and *emotions*; (b) *desire* and *motive*.  
5 credits each.
9. Show the relation between *habit* and *volition*.  
10 credits.
10. Is the *will* free? Give arguments *pro* and *con*.  
10 credits.

### GENERAL HISTORY.

(From Swinton's *Outlines of the World's History*.)

1. Narrate the career of Alexander the Great. 10 credits.
2. What of the character and effect upon the world of Greek literature, philosophy and art? 10 credits.
3. Relate the origin and spread of Christianity. 10 credits.
4. Give the *rise* and *origin* of the Saracens; their influence upon literature, science and art. 10 credits.
5. Relate, in brief, the *origin*, *history* and *decline* of Feudalism. 10 credits.
6. Tell the *design*, *date*, *number* and *results* of the Crusades. 10 credits.
7. Tell the *causes*, name the *participants*, and state the *results* of the Thirty Years War. 10 credits.
8. Tell the story of *The French Revolution*; the *causes*, the *chief actors*, the *atrocities*, the *close*, the *political effect*. 20 credits.
9. Relate the Restoration of the German Empire. 10 credits.



## CHAPTER IV.

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### **Statistical Reports of County Superintendents for 1896-7 Tabulated.**

The facts presented in the following Tables are as full and as absolutely correct as it was possible to make them from the data furnished in County Superintendents' reports.

Some items, omitted in the statistics of this year, will be found in the Tables of the succeeding year, being of such nature that it is deemed sufficient to present such facts only biennially.

Other facts are not given because the reports from some counties were obviously defective relative to such data. County Superintendents, however, are to be congratulated upon the constantly increasing care employed in the preparation of their reports. Their reports are manifestly neater, more correct, and give less cause for complaint than they did in former years.

The effort has been made to so tell the story of education that the student of statistics may find all he may wish to know, and to present it in such form that one accustomed to sift truths out of Statistical Tables may learn the educational work and the real condition of the State with facility.

In the following Tables all averages and percentages are correct within a fraction of one or less.

The showing presented denotes healthy progress in all matters pertaining to education, but when compared with the work of many other States, the fact is clearly discernible that a great responsibility is yet to be met, if it be the aim of Florida to rank with her more enthusiastic sisters in the divine work of elevating the masses through public education.

The imperative need for more money and longer school terms is apparent to the eye of an informed educator in nearly every Table.

**TABLE I.--Showing, (1) Number of Schools; (2) Total Population; (3) School Population, all by Races.**

	No. of Schools.			Total Population, (Census of 1895.			School Population (6 to 21 years of age.) (Census of 1896.		
1896-97.									
COUNTIES									
	Total.	White.	Negro.	Total.	White.	Negro.	White.	Total.	Negro.
In State...	2,467	1,848	619	*464,639	271,561	193,039	152,598	86,196	66,402
Alachua...	117	72	45	28,207	13,639	14,568	9,083	3,945	5,138
Baker...	30	27	3	3,712	2,986	726	1,374	1,148	226
Bradford...	55	45	10	9,499	7,142	2,357	2,926	2,285	641
Brevard...	49	40	9	4,558	3,731	827	1,238	1,000	238
Calhoun...	27	20	7	3,274	2,436	838	1,083	842	241
Citrus...	35	29	6	4,261	2,618	1,643	947	732	215
Clay...	51	44	7	5,200	3,723	1,477	1,722	1,352	370
Columbia...	74	49	25	12,935	6,294	6,641	4,515	2,277	2,288
Dade...	23	19	4	3,322	2,148	1,174	640	549	91
DeSoto...	60	58	2	6,418	6,018	400	2,466	2,405	61
Duval...	87	53	34	34,766	14,871	19,895	10,482	4,228	6,254
Escambia...	59	42	17	22,503	12,848	9,655	7,036	4,184	2,852
Franklin...	6	4	2	4,475	2,344	2,131	967	544	423
Gadsden...	70	40	30	13,693	4,827	8,866	5,048	1,738	3,310
Hamilton...	63	45	18	9,991	5,353	4,638	3,123	2,005	1,118
Hernando...	19	15	4	2,940	1,826	1,114	1,051	620	431
Hillsborough...	95	79	16	31,362	24,046	7,316	8,108	6,547	1,561
Holmes...	39	38	1	6,232	5,774	458	2,377	2,295	82
Jackson...	94	56	38	21,930	9,646	12,284	7,663	3,391	4,272
Jefferson...	56	27	29	15,007	3,276	11,731	6,549	1,271	5,278
Lafayette...	44	43	1	3,783	3,445	338	1,224	1,200	24
Lake...	63	49	14	8,349	6,180	2,169	2,281	1,696	585
Lee...	16	15	1	*2,225	2,084	102	677	654	23
Leon...	71	33	38	19,597	3,347	16,250	9,251	912	8,339
Levy...	54	41	13	7,534	5,164	2,370	2,519	1,638	881
Liberty...	16	12	4	2,079	1,151	928	687	394	293
Madison...	91	57	34	13,660	5,923	7,737	5,917	2,195	3,722
Manatee...	35	33	2	3,830	3,548	282	1,249	1,183	66
Marion...	111	74	37	21,875	10,284	11,591	7,727	3,162	4,565
Monroe...	11	9	2	17,167	11,935	5,232	4,613	3,277	1,336
Nassau...	57	40	17	8,843	4,285	4,558	2,749	1,413	1,336
Orange...	65	49	16	12,459	8,624	3,835	3,098	2,061	1,037
Osceola...	29	25	4	3,394	2,723	671	1,083	930	153
Pasco...	41	38	3	4,697	4,174	523	1,426	1,328	98
Polk...	84	78	6	10,983	9,207	1,776	3,409	3,019	390
Putnam...	71	47	24	11,381	6,550	4,831	3,477	1,828	1,651
St. Johns...	37	30	7	7,708	5,125	2,583	2,166	1,477	689
Santa Rosa...	66	58	8	8,914	6,572	2,342	3,512	2,631	881
Sumter...	45	35	10	5,308	3,743	1,565	1,761	1,265	496
Suwannee...	85	58	27	12,544	6,838	5,706	4,660	2,425	2,235
Taylor...	34	33	1	3,062	2,842	220	1,135	1,074	61
Volusia...	59	44	15	11,480	7,240	4,240	2,526	1,641	885
Wakulla...	32	22	10	3,700	1,977	1,723	1,231	658	573
Walton...	72	63	9	7,962	6,826	1,136	2,965	2,506	459
Washington...	69	60	9	7,820	6,228	1,592	2,857	2,273	584

\*39 Indians included in totals.

**TABLE II.—Showing, (1) Enrollment by Race; (2) By Sex and Race; (3) Percentage of School Population (6 to 21) Enrolled.**

1896-97. COUNTIES	Enrollment by Race.			Enrollment by Sex and Race.				Per cent. of School Pop- ulation En- rolled		
	Total.	White.	Negro.	Males.		Females.		Both Races.	White.	Negro.
				White.	Negro.	White.	Negro.			
In State..	105,519	66,007	39,512	34,170	19,015	31,837	20,497	69	77	60
Alachua ..	5,750	2,852	2,898	1,439	1,350	1,413	1,548	69	72	56
Baker. ..	963	827	136	461	58	366	78	70	72	60
Bradford. ..	2,497	1,981	516	1,039	257	942	259	85	87	80
Brevard. ..	1,036	834	202	399	99	435	103	84	83	85
Calhoun. ..	833	697	136	374	68	323	68	77	83	56
Citrus. ..	798	645	153	342	75	303	78	84	88	71
Clay. ..	1,520	1,249	271	615	133	634	138	88	92	73
Columbia ..	3,377	1,839	1,538	953	748	886	790	75	81	69
Dade. ..	717	508	209	267	100	241	109	*112	92	*230
DeSoto ..	2,070	2,010	60	1,087	31	923	29	84	84	98
Duval. ..	6,206	3,041	3,165	1,474	1,491	1,567	1,674	59	72	51
Escambia. ..	3,809	2,555	1,254	1,250	586	1,305	668	54	61	44
Franklin. ..	578	364	214	190	88	174	126	60	67	51
Gadsden. ..	3,463	1,439	2,024	717	1,003	722	1,021	69	83	61
Hamilton ..	2,023	1,417	606	775	317	642	289	65	71	54
Hernando ..	627	471	156	243	73	228	83	60	76	36
Hillsborough ..	4,720	3,822	898	1,948	446	1,874	452	58	58	58
Holmes. ..	1,718	1,703	15	894	10	809	5	72	74	18
Jackson ..	5,534	2,752	2,782	1,419	1,401	1,333	1,378	72	81	65
Lafayette. ..	938	922	16	511	7	411	9	77	77	67
Jefferson. ..	3,789	956	2,833	485	1,439	471	1,394	58	75	54
Lake. ..	1,906	1,393	513	722	251	671	262	84	82	88
Lee ..	489	472	17	229	8	243	9	72	72	74
Leon. ..	4,107	707	3,400	355	1,604	352	1,796	44	78	41
Levy ..	1,775	1,195	580	642	287	553	293	70	73	66
Liberty ..	507	307	200	154	103	153	97	74	78	68
Madison. ..	4,024	1,848	2,176	983	1,006	865	1,170	63	84	58
Manatee. ..	1,189	1,126	63	593	30	533	33	95	95	95
Marion ..	5,436	2,319	3,117	1,213	1,426	1,106	1,691	70	73	68
Monroe. ..	2,101	1,439	662	757	312	682	350	46	44	50
Nassau ..	2,078	1,105	973	590	485	515	488	76	78	73
Orange ..	2,810	1,840	970	920	456	920	514	91	89	94
Osceola ..	876	750	126	389	72	361	54	81	81	82
Pasco. ..	1,073	1,006	67	529	27	477	40	75	76	68
Polk ..	3,101	2,756	345	1,433	147	1,323	198	91	91	88
Putnam ..	2,558	1,357	1,201	686	596	671	605	74	74	73
St. Johns. ..	1,677	1,127	550	593	260	534	290	77	76	80
Santa Rosa ..	2,564	2,035	529	1,090	251	945	278	73	77	60
Sumter ..	1,481	1,068	413	519	188	549	225	84	84	83
Suwannee ..	3,756	2,286	1,470	1,221	692	1,065	778	81	94	66
Taylor. ..	1,033	981	52	517	20	464	32	91	91	85
Volusia ..	2,156	1,388	768	708	365	680	403	85	85	87
Wakulla. ..	1,066	623	443	343	240	280	203	87	95	77
Walton ..	2,318	2,039	279	1,079	140	960	139	78	81	61
Washington ..	2,472	1,956	516	1,023	266	933	250	87	86	88

\*Due to great increase in Negro population since the last census.

Part Attendance: (9) Percent  
With Enrollment.

ATTENTION: This document contains information that is exempt from public release under the Freedom of Information Act, 5 U.S.C. 552.

4. *Conclusions*

**Winnipeg's influence, at  
New London, and  
for a week, 1900-1901.**

Year	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

**IV.—Showing, (1) Aggregate No. of Days' Schooling Given; The Average Length of School Term; (3) The Average No. of Days' Schooling Given for Every Child, 6 to 21 Years of Age.**

1894-97. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools were Taught.			Average Days Schooling Given for Every Child 6 to 21.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
State	7,157,700	4,622,524	2,535,176	103 106	98	98	47	54	38
Adams	409,538	211,253	198,285	99 106	92	92	45	54	34
Albany	41,080	33,350	7,730	65 63	75	30	29	31	11
Alfonso	119,034	94,680	24,354	73 73	73	41	41	38	38
Alfonso	90,743	74,443	16,300	125 127	119	73	74	68	68
Alfonso	42,835	36,487	6,348	90 92	79	39	42	29	29
Alfonso	56,600	45,700	10,900	100 100	100	60	62	50	50
Alfonso	85,680	76,580	9,100	99 99	100	56	57	52	52
Alfonso	166,435	91,658	74,777	77 77	77	37	40	35	35
Alfonso	62,060	43,609	18,451	133 137	124	97	79	202	202
Alfonso	150,400	149,900	4,500	99 99	100	64	61	74	74
Alfonso	576,270	336,342	239,928	137 150	122	55	60	73	73
Alfonso	322,746	220,162	102,584	127 135	118	46	53	36	36
Alfonso	29,200	18,000	11,200	80 80	80	30	33	26	26
Alfonso	194,020	90,520	103,500	86 92	82	38	52	38	38
Alfonso	95,435	70,855	24,580	72 74	69	41	35	22	22
Alfonso	40,382	32,948	7,434	106 106	80	38	53	17	17
Alfonso	420,323	353,491	66,831	129 133	114	52	54	43	43
Alfonso	81,160	60,280	20,880	86 86	80	34	35	11	11
Alfonso	290,665	162,280	128,405	91 102	87	38	46	30	30
Alfonso	230,140	73,380	156,760	88 118	79	35	58	30	30
Alfonso	50,579	49,699	880	74 74	80	41	41	56	56
Alfonso	155,185	116,246	38,939	122 126	111	68	69	67	67
Alfonso	32,089	30,649	1,440	113 113	120	47	47	63	63
Alfonso	319,640	56,160	263,480	111 117	109	39	62	35	35
Alfonso	113,068	76,509	36,559	97 97	98	45	47	49	49
Alfonso	25,220	15,220	10,000	79 78	80	37	39	34	34
Alfonso	191,737	102,916	88,821	75 94	61	32	47	24	24
Alfonso	91,720	87,920	3,800	109 109	100	73	74	58	58
Alfonso	419,480	186,075	233,405	118 118	118	54	59	51	51
Alfonso	212,130	137,570	74,560	152 148	168	45	42	56	56
Alfonso	221,964	67,544	54,420	98 96	99	44	48	47	47
Alfonso	259,763	173,282	86,481	139 138	149	84	84	85	85
Alfonso	79,314	67,074	12,240	125 127	120	73	72	80	80
Alfonso	81,237	76,917	4,320	102 103	94	57	58	44	44
Alfonso	220,780	196,880	23,900	106 106	100	65	65	61	61
Alfonso	203,870	111,050	92,820	122 122	121	58	61	56	56
Alfonso	152,597	100,352	52,245	144 142	148	70	68	76	76
Alfonso	164,312	124,412	29,900	88 89	74	44	47	34	34
Alfonso	79,927	59,016	20,911	81 81	80	45	47	42	42
Alfonso	177,966	111,796	66,170	82 83	80	38	46	38	38
Alfonso	38,877	38,877	2,000	63 62	80	34	34	33	33
Alfonso	161,952	111,070	50,882	106 108	100	64	68	54	54
Alfonso	65,510	39,410	26,100	97 95	100	53	60	45	45
Alfonso	113,528	101,242	12,286	78 80	66	38	40	25	25
Alfonso	121,100	95,740	25,360	81 81	80	42	42	65	65

Decrease in population since census was taken.



**TABLE III.—Showing, (1) Average Daily Attendance; (2) Percentage of Attendance Compared With Enrollment.**

1896-97. COUNTIES	Average Number Attending School each day								Percentage of attendance, or No. in daily attendance for each 100 enrolled.		
	Males.				Females.						
	Both Races.		White.		Negro.		White.		Negro.		
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Race	White.	Negro.	
In State.. . . .	69,477	43,623	25,854	22,094	12,265	21,529	13,589	66	66	65	
Alachua.. . . .	4,155	1,993	2,162	995	988	998	1,174	72	70	75	
Baker .. . . .	636	533	103	294	42	239	61	66	64	76	
Bradford .. . . .	1,629	1,297	332	658	161	639	171	65	65	64	
Brevard.. . . .	724	587	137	275	65	312	72	70	70	68	
Calhoun.. . . .	472	385	87	197	43	188	44	57	55	64	
Citrus.. . . .	567	459	108	238	51	221	57	71	71	71	
Clay.. . . .	968	777	191	384	98	393	93	64	62	70	
Columbia.. . . .	2,168	1,191	977	589	466	602	511	64	65	64	
Dade.. . . .	467	318	149	172	73	146	76	65	63	71	
DeSoto.. . . .	1,523	1,478	45	798	24	680	21	74	74	75	
Duval.. . . .	4,215	2,241	1,974	1,102	959	1,139	1,015	68	74	62	
Escambia .. . . .	2,550	1,681	869	807	406	874	463	67	66	69	
Franklin.. . . .	365	225	140	115	55	110	85	63	62	65	
Gadsden.. . . .	2,256	989	1,267	495	607	494	660	65	69	63	
Hamilton.. . . .	1,317	962	355	494	167	468	188	65	68	59	
Hernando.. . . .	404	311	93	152	41	159	52	64	66	60	
Hillsborough.. . . .	3,250	2,664	586	1,342	287	1,322	299	69	70	65	
Holmes.. . . .	940	929	11	481	8	448	3	55	55	73	
Jackson.. . . .	3,179	1,596	1,583	813	797	783	786	57	58	57	
Jefferson.. . . .	2,617	623	1,994	289	983	334	1,003	69	65	70	
Lafayette .. . . .	683	672	11	386	4	286	7	73	73	69	
Lake .. . . .	1,272	920	352	464	162	456	190	67	66	69	
Lee.. . . .	284	272	12	128	5	144	7	58	58	71	
Leon.. . . .	2,899	479	2,420	233	1,115	246	1,305	71	68	71	
Levy.. . . .	1,165	792	373	395	181	397	192	66	66	64	
Liberty.. . . .	319	194	125	94	67	100	58	63	63	63	
Madison.. . . .	2,562	1,099	1,463	582	674	517	789	64	59	67	
Manatee.. . . .	842	804	38	411	20	393	18	71	71	60	
Marion.. . . .	3,544	1,574	1,970	791	872	783	1,098	65	68	63	
Monroe.. . . .	1,393	927	466	481	224	446	242	66	64	70	
Nassau.. . . .	1,250	703	547	359	282	344	265	60	64	56	
Orange.. . . .	1,866	1,247	619	604	282	643	337	66	68	64	
Osceola.. . . .	632	530	102	270	58	260	44	72	71	81	
Pasco.. . . .	795	749	46	380	21	369	25	74	74	69	
Polk.. . . .	2,090	1,851	239	935	101	916	138	67	67	69	
Putnam.. . . .	1,675	907	768	440	388	467	380	65	67	64	
St. Johns.. . . .	1,059	705	354	365	173	340	181	63	63	64	
Santa Rosa.. . . .	1,802	1,400	402	766	195	634	207	70	69	76	
Sumter.. . . .	932	732	260	343	119	389	141	67	69	63	
Suwannee.. . . .	2,174	1,348	826	677	355	671	471	58	59	56	
Taylor.. . . .	617	592	25	299	10	293	15	60	60	48	
Volusia .. . . .	1,535	1,025	510	518	245	507	265	71	74	68	
Wakulla.. . . .	674	413	261	223	133	190	128	63	66	59	
Walton.. . . .	1,457	1,272	185	656	90	616	95	63	62	66	
Washington.. . . .	1,494	1,177	317	604	162	573	155	60	60	61	

TABLE IV.—Showing, (1) Aggregate No. of Days' Schooling Given;  
(2) The Average Length of School Term; (3) The Average No. of  
Days' Schooling Given for Every Child, 6 to 21 Years of Age

1890-97. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools were Taught			Average Days Schooling Given for Every child 6 to 21		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State..	7,157,700	4,622,524	2,535,176	103	106	98	47	54	38
Alachua..	409,538	211,253	198,285	99	106	92	46	54	34
Baker..	41,080	33,350	7,730	65	63	75	30	29	34
Bradford..	119,084	94,680	24,344	73	73	73	41	41	38
Brevard..	90,743	74,443	16,300	125	127	119	73	74	68
Calhoun..	42,335	35,487	6,848	90	92	79	39	42	28
Citrus..	58,500	45,700	10,800	100	100	100	60	62	50
Clay..	95,680	76,580	19,100	99	99	100	56	57	52
Columbia..	166,435	91,658	74,777	77	77	77	37	40	38
Dade..	62,060	43,609	18,451	133	137	124	57	79	22
DeSoto..	150,400	149,900	4,500	99	99	100	62	61	70
Duval..	576,270	336,342	239,928	137	150	122	55	80	33
Escambia..	822,746	220,152	102,594	127	131	118	46	53	36
Franklin..	29,200	18,000	11,200	80	80	80	30	33	28
Gadsden..	194,020	90,520	103,500	86	92	82	38	52	31
Hamilton..	95,435	70,855	24,580	72	74	69	31	35	22
Hernando..	40,382	32,948	7,434	100	106	80	38	53	17
Hillsborough..	420,332	353,491	66,841	129	133	114	52	54	43
Holmes..	81,160	80,280	880	86	86	80	34	35	11
Jackson..	290,665	162,280	128,405	91	102	81	38	48	30
Jefferson..	230,140	73,980	156,760	85	118	79	35	58	30
Lafayette..	50,579	49,699	880	74	74	90	41	41	34
Lake..	155,185	116,246	38,939	122	126	111	48	60	37
Lee..	32,089	30,649	1,440	113	113	120	47	47	63
Leon..	319,640	56,160	263,480	111	117	109	39	62	32
Levy..	113,068	76,509	36,559	97	97	98	45	47	49
Liberty..	25,220	15,220	10,000	79	78	80	37	39	34
Madison..	191,737	102,916	88,821	75	94	61	32	47	24
Manatee..	91,720	87,920	3,800	109	109	109	73	74	58
Marion..	419,480	186,075	233,405	118	118	118	54	59	53
Monroe..	212,130	137,570	74,560	162	148	169	46	42	54
Nassau..	221,964	67,544	54,420	98	96	99	44	48	41
Orange..	269,763	178,282	86,481	139	139	140	84	84	83
Osceola..	79,314	67,074	12,240	126	127	120	73	72	80
Pasco..	81,237	76,917	4,320	102	103	94	57	58	44
Polk..	220,780	196,880	23,900	106	106	100	65	65	61
Putnam..	203,870	111,050	92,820	122	122	121	59	61	56
St. Johns..	152,597	100,352	52,245	144	142	149	70	68	76
Santa Rosa..	154,312	124,412	29,900	86	89	74	44	47	34
Sumter..	79,927	69,016	20,911	81	81	80	45	47	42
Suwannee..	177,966	111,786	66,170	82	83	80	39	46	31
Taylor..	38,877	36,877	2,000	63	62	80	34	34	33
Volusia..	161,952	111,070	50,882	106	108	100	64	68	55
Wakulla..	65,510	39,410	26,100	97	95	100	53	50	45
Walton..	113,528	101,242	12,286	78	80	66	38	40	26
Washington..	121,100	95,740	25,360	81	81	80	42	42	46

\*Due to large increase in population since census was taken.

TABLE V—Showing Educational Status of Youth Enrolled in the Schools.

COUNTIES	No. in (Chart)				First Reader.				Second Reader.				Third Reader.				Fourth Reader.				Fifth Reader.				Higher Branches.			
	Total.	White.	Negro.	Total.	Total.	White.	Negro.	Total.	Total.	White.	Negro.	Total.	Total.	White.	Negro.	Total.	Total.	White.	Negro.	Total.	Total.	White.	Negro.	Total.				
In State.	12,827	5,144	7,683	20,831	10,937	9,841	18,106	10,437	7,669	17,440	11,081	6,359	15,067	13,120	4,977	11,910	9,581	2,329	5,964	5,599	305	5,964	5,599	305				
Alachua.	780	182	598	1,092	415	677	1,138	478	719	1,044	532	512	970	618	352	403	351	52	286	286	1	286	286	1				
Baker.	118	96	22	238	169	34	186	158	30	134	116	18	151	137	14	134	128	6	40	37	3	40	37	3				
Bradford.	384	251	133	433	305	128	449	345	103	459	381	98	447	405	42	222	220	12	101	101	1	101	101	1				
Brevard.	60	4	56	146	112	36	161	121	40	203	151	52	261	224	37	134	120	14	68	68	12	68	68	12				
Calhoun.	62	28	34	208	155	53	150	151	29	163	143	20	120	119	1	51	51	1	39	39	1	39	39	1				
Citrus.	33	11	22	114	9	4	105	9	26	146	130	36	160	140	20	131	126	5	39	39	1	39	39	1				
Clay.	1501	119	31	243	172	71	254	207	47	287	212	55	285	217	48	200	185	15	105	105	166	105	105	166				
Columbia.	535	223	312	589	277	211	601	323	28	516	274	242	529	331	218	372	240	132	142	142	142	142	142	142				
Dade.	72	48	24	124	73	50	176	93	36	134	92	42	158	112	46	76	65	11	23	23	23	23	23	23				
DeSoto.	117	105	12	248	235	12	238	235	11	29	383	8	549	539	10	301	294	7	159	159	159	159	159	159				
Duval.	897	185	712	1,370	503	367	1,048	491	557	947	470	477	884	525	359	631	469	162	532	503	29	532	503	29				
Escambia.	175	122	53	298	205	97	84	486	355	690	459	231	588	486	102	298	280	68	204	204	46	204	204	46				
Franklin.	73	17	56	12	60	61	77	50	27	135	104	31	117	93	24	118	108	15	1	1	1	1	1	1				
Gadsden.	615	10	510	800	289	5	608	2	371	561	260	811	529	278	251	287	212	65	46	46	46	46	46	46				
Hamilton.	355	214	141	530	309	221	362	252	110	273	210	63	250	221	29	137	126	11	85	85	85	85	85	85				
Hernando.	1007	4	5	93	71	22	115	82	34	107	67	40	116	109	7	69	69	26	26	26	26	26	26	26				
Hillsborough.	307	175	13	1,121	881	250	715	992	183	887	666	171	900	778	129	593	542	40	188	188	188	188	188	188				
Holmes.	3481	342	6	379	375	4	277	274	3	268	268	2	239	239	1	135	135	1	82	82	82	82	82	82				
Jackson.	691	294	401	1,483	602	881	582	420	463	941	431	420	310	465	346	383	131	239	447	447	412	412	412	412				
Jefferson.	4981	52	846	741	117	624	499	104	536	559	151	468	540	194	346	415	224	191	191	191	115	115	115	115				

Lafayette.	144	141	153	163	51	233	206	165	163	103	323	227	163	2	163	281	163	2	27	340	264	51	...	48	48	...
Lake.	157	94	73	203	96	282	178	323	227	103	323	227	163	96	323	281	163	96	27	340	264	51	...	48	48	...
Lee.	42	42	...	...	5	73	72	106	94	1	106	94	103	6	114	111	111	3	69	67	3	...	31	31	...	
Leon.	588	43	555	1,127	1,026	880	113	683	124	743	683	124	683	539	503	130	130	378	308	149	159	...	48	48	...	
Levy.	134	51	83	377	214	321	180	137	294	137	294	204	204	90	344	276	276	68	193	172	7	...	106	106	...	
Liberty.	81	39	42	76	39	84	44	40	95	40	95	66	66	39	92	68	68	39	155	32	32	...	34	34	...	
Madison.	648	105	541	875	577	653	516	342	624	342	624	328	285	285	509	295	295	205	650	428	223	...	60	60	...	
Manatee.	72	68	6	149	133	18	134	175	209	175	209	196	13	13	268	256	256	13	120	113	7	...	157	157	...	
Marion.	894	92	802	939	823	647	914	336	922	578	922	449	482	482	944	508	508	438	614	480	164	...	209	209	...	
Monroe.	420	243	177	379	255	332	225	107	256	107	256	162	74	74	250	165	165	115	336	276	60	...	118	118	...	
Nassau.	313	127	186	357	191	348	164	184	329	184	329	187	159	159	367	304	304	183	175	351	34	...	179	179	...	
Orange.	213	112	101	424	263	405	207	190	563	190	563	394	209	209	495	374	374	119	497	379	119	...	271	271	...	
Osceola.	185	89	108	86	20	185	161	94	155	94	155	113	26	26	157	134	134	23	70	55	15	...	51	51	...	
Pasco.	168	43	134	170	150	20	154	172	177	13	177	168	5	5	208	192	192	6	203	202	3	...	73	73	...	
Polk.	158	103	54	462	350	477	407	70	489	70	489	422	611	611	721	667	667	54	473	445	23	...	286	286	...	
Putnam.	154	52	92	569	219	378	155	221	426	221	426	221	304	304	518	250	250	238	351	844	106	...	174	174	...	
St. Johns.	188	96	95	236	17	278	123	116	229	116	229	132	51	51	305	212	212	83	323	224	39	...	118	118	...	
Santa Rosa.	188	113	75	945	400	472	248	124	431	124	431	354	71	71	608	423	423	80	323	304	23	...	98	98	...	
Sumter.	177	80	97	237	108	241	145	93	249	93	249	176	72	72	333	257	257	46	153	140	13	...	71	71	...	
Suwanee	611	212	359	538	343	524	290	233	675	233	675	326	250	250	614	470	470	144	238	296	32	...	173	173	...	
Taylor.	147	124	23	18	172	138	174	4	181	4	181	176	6	6	186	188	188	5	129	189	...	...	48	48	...	
Volusia.	125	69	65	369	181	392	221	171	363	171	363	235	123	123	468	329	329	137	358	281	77	...	83	83	...	
Wakulla.	157	77	80	180	84	52	159	98	184	98	184	168	65	65	144	82	82	62	126	79	47	...	198	198	...	
Walton.	109	53	56	455	376	319	332	47	381	332	47	337	44	44	466	438	438	27	412	394	18	...	98	98	...	
Washington.	268	160	108	490	368	413	390	93	427	93	427	336	94	94	442	377	377	65	346	269	30	...	123	123	...	

TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held.

COUNTIES	In State	*No. of Different Teachers Employed.						White.						Negro.												
		Both Races.	White.		Negro.			First Grade.		Second Grade.		Third Grade.		First Grade.		Second Grade.		Third Grade.								
		Total.	Male.	Female.	Total.	Male.	Total.	Male.	Female.	Male.	Female.	Total.	Male.	Total.	Male.	Female.	Total.	Male.	Female.							
		2551	2010	786	1224	641	304	337	491	269	222	1080	316	720	659	177	282	59	32	7	281	136	148	237	123	166
Alachua		134	93	39	67	4	18	23	23	13	10	53	13	38	17	2	15	1	1	1	19	7	1	26	11	18
Baker		25	23	15	8	2	2	2	2	1	1	16	13	3	5	1	4	4	4	4	2	2	2	7	8	3
Bradford		48	43	22	21	5	5	5	8	4	4	20	11	9	15	7	8	8	8	8	2	2	2	7	8	3
Breard		49	43	11	32	6	2	2	4	10	9	28	4	22	7	2	5	4	4	4	4	4	4	7	7	3
Calhoun		119	115	18	7	4	4	4	9	1	3	8	5	31	3	2	1	1	1	1	4	4	4	7	8	3
Citrus		35	31	8	23	4	4	4	13	4	9	16	4	12	2	2	2	2	2	2	4	4	4	7	8	3
Clay		42	34	13	21	8	5	3	15	3	3	19	6	13	9	4	4	4	4	4	4	4	4	7	8	3
Columbia		72	48	25	23	24	9	15	27	12	17	13	9	4	8	4	4	4	4	4	4	4	4	7	8	3
Dade		27	22	6	16	5	2	3	11	3	8	3	5	3	5	3	3	3	3	3	4	4	4	7	8	3
DeSoto		67	65	43	22	2	2	2	11	10	1	35	20	15	19	13	6	6	6	6	4	4	4	7	8	3
Duval		154	82	14	68	72	22	50	14	7	7	53	6	52	10	1	18	2	2	2	34	18	21	36	8	28
Escambia		85	62	11	61	23	9	14	10	3	3	41	5	36	11	3	8	4	4	4	10	3	7	11	4	5
Franklin		13	10	4	6	3	1	2	4	2	2	4	1	3	2	1	1	1	1	1	10	2	1	11	1	1
Gadsden		56	40	15	25	15	9	6	11	7	4	16	6	10	13	2	11	1	1	1	14	7	1	14	8	6
Hamilton		54	43	18	25	11	9	2	13	8	5	26	8	17	4	1	3	3	3	3	18	7	1	11	1	1
Hernando		24	21	5	16	3	3	3	9	4	5	8	1	7	4	4	4	4	4	4	2	2	2	1	1	1
Hillsborough		124	105	36	69	19	6	13	11	12	19	58	19	40	15	5	10	3	3	3	24	13	21	36	8	28
Holmes		38	35	25	10	1	1	1	11	10	1	15	7	8	9	8	1	1	1	1	10	3	7	11	4	5
Jackson		79	66	23	33	23	20	3	15	9	6	25	11	14	15	3	13	7	7	7	16	7	1	16	8	8
Jefferson		65	32	10	22	33	19	14	6	2	2	20	4	16	6	4	4	4	4	4	9	5	4	24	14	10

[illegible]

\*Including holders of State, Primary, Life, and Temporary Certificates. See page 64 for distribution of these Certificates.

TABLE III.—Showing, (1) Average Daily Attendance; (2) Percentage of Attendance Compared With Enrollment.

1896-97. COUNTIES	Average Number Attending School each day								Percentage of attendance, or No. in daily attendance for each 100 enrolled.		
	Males.				Females.						
	Both Races.		White.		Negro.		White.		Negro.		
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Race	White.	Negro.	
In State.. . . .	69,477	43,623	25,854	22,094	12,265	21,529	13,589	66	66	65	
Alachua.. . . .	4,155	1,993	2,162	995	988	998	1,174	72	70	75	
Baker .. . . .	636	533	103	294	42	239	61	66	64	76	
Bradford .. . . .	1,629	1,297	332	658	161	639	171	65	65	64	
Brevard.. . . .	724	587	137	275	65	312	72	70	70	68	
Calhoun.. . . .	472	385	87	197	43	188	44	57	55	64	
Citrus.. . . .	567	459	108	238	51	221	57	71	71	71	
Clay.. . . .	968	777	191	384	98	393	93	64	62	70	
Columbia.. . . .	2,168	1,191	977	589	466	602	511	64	65	64	
Dade.. . . .	467	318	149	172	73	146	76	65	63	71	
DeSoto.. . . .	1,523	1,478	45	798	24	680	21	74	74	75	
Duval.. . . .	4,215	2,241	1,974	1,102	959	1,139	1,015	65	74	62	
Escambia .. . . .	2,550	1,681	869	807	406	874	463	67	66	69	
Franklin.. . . .	365	225	140	115	55	110	85	63	62	65	
Gadsden.. . . .	2,256	989	1,267	495	607	494	660	65	69	63	
Hamilton.. . . .	1,317	962	355	494	167	468	188	65	68	59	
Hernando.. . . .	404	311	93	152	41	159	52	64	66	60	
Hillsborough.. . . .	3,250	2,664	586	1,342	287	1,322	299	69	70	65	
Holmes.. . . .	940	929	11	481	8	448	3	55	55	73	
Jackson.. . . .	3,179	1,596	1,583	813	797	783	786	57	58	57	
Jefferson.. . . .	2,617	623	1,994	289	983	334	1,005	69	65	70	
Lafayette .. . . .	683	672	11	386	4	286	7	73	73	69	
Lake .. . . .	1,272	920	352	464	162	456	190	67	66	69	
Lee.. . . .	284	272	12	128	5	144	7	58	58	71	
Leon.. . . .	2,899	479	2,420	233	1,115	246	1,305	71	68	71	
Levy.. . . .	1,165	792	373	395	181	397	192	66	66	64	
Liberty.. . . .	319	194	125	94	67	100	58	63	63	62	
Madison.. . . .	2,562	1,099	1,463	582	674	517	789	64	59	67	
Manatee.. . . .	842	804	38	411	20	393	18	71	71	60	
Marion.. . . .	3,544	1,574	1,970	791	872	783	1,098	65	68	53	
Monroe.. . . .	1,393	927	466	481	224	446	242	66	64	70	
Nassau.. . . .	1,250	703	547	359	282	344	265	60	64	56	
Orange.. . . .	1,866	1,247	619	604	282	643	337	66	68	64	
Osceola.. . . .	632	530	102	270	58	260	44	72	71	81	
Pasco.. . . .	795	749	46	380	21	369	25	74	74	69	
Polk.. . . .	2,090	1,851	239	935	101	916	138	67	67	69	
Putnam.. . . .	1,675	907	768	440	388	467	380	65	67	64	
St. Johns.. . . .	1,059	705	354	365	173	340	181	63	63	64	
Santa Rosa.. . . .	1,802	1,400	402	766	195	634	207	70	69	76	
Sumter.. . . .	992	732	260	343	119	389	141	67	69	63	
Suwannee.. . . .	2,174	1,348	826	677	355	671	471	58	59	56	
Taylor.. . . .	617	592	25	299	10	293	15	60	60	48	
Volusia .. . . .	1,535	1,025	510	518	245	507	265	71	74	66	
Wakulla.. . . .	674	413	261	223	133	190	128	63	66	59	
Walton.. . . .	1,457	1,272	185	656	90	616	95	63	62	66	
Washington.. . . .	1,494	1,177	317	604	162	573	155	60	60	61	

TABLE IV.—Showing, (1) Aggregate No. of Days' Schooling Given;  
(2) The Average Length of School Term; (3) The Average No. of  
Days' Schooling Given for Every Child, 6 to 21 Years of Age.

1890-97. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools were Taught.			Average Days' Schooling Given for Every Child 6 to 21.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State.....	7,157,700	4,622,524	2,535,176	103 106	98	47	54	38	
Alachua.....	409,533	211,253	198,285	99 106	92	45	54	34	
Baker.....	41,080	33,350	7,730	66 63	75	30	29	34	
Bradford.....	119,034	94,890	24,144	73 73	73	41	41	38	
Brevard.....	90,743	74,443	16,300	125 127	119	73	74	68	
Calhoun.....	42,335	35,487	6,848	90 92	79	39	42	28	
Citrus.....	56,500	45,700	10,800	100 100	100	80	62	50	
Clay.....	85,690	76,580	19,100	99 99	100	56	57	52	
Columbia.....	166,435	91,658	74,777	77 77	77	37	40	32	
Dade.....	82,060	43,609	38,451	133 137	124	97	79	102	
DeSoto.....	150,400	149,900	4,500	99 99	100	64	67	70	
Duval.....	576,870	336,342	239,928	137 150	122	55	90	31	
Escambia.....	322,748	220,152	102,596	127 131	118	46	53	36	
Franklin.....	29,200	18,000	11,200	80 80	80	30	33	26	
Gadsden.....	184,020	90,520	93,500	86 92	82	38	52	32	
Hamilton.....	95,435	70,855	24,580	72 74	69	31	35	25	
Hernando.....	40,382	32,948	7,434	100 106	80	38	53	15	
Hillsborough.....	420,332	353,491	66,841	129 133	114	52	51	43	
Holmes.....	81,160	80,280	880	86 86	80	34	35	11	
Jackson.....	290,665	162,260	128,405	91 102	81	38	40	30	
Jefferson.....	230,140	73,360	156,760	88 118	79	35	58	30	
Lafayette.....	50,579	49,699	880	74 74	80	41	41	37	
Lake.....	155,195	116,246	38,939	122 126	111	68	68	67	
Lee.....	32,089	30,649	1,440	113 113	120	47	47	63	
Leon.....	319,840	56,160	263,680	111 117	109	39	62	35	
Levy.....	113,068	76,508	36,559	97 97	98	45	42	49	
Liberty.....	25,220	15,220	10,000	79 78	80	37	39	34	
Madison.....	191,737	102,918	88,821	75 94	61	32	47	24	
Manatee.....	91,720	87,320	3,800	109 109	100	73	74	58	
Marion.....	419,480	186,075	233,405	118 118	118	64	59	51	
Monroe.....	212,130	137,570	74,560	152 148	160	46	42	56	
Nassau.....	221,964	67,544	54,420	98 96	99	44	46	41	
Orange.....	250,763	178,282	86,481	139 138	140	84	84	80	
Osceola.....	79,314	67,074	12,240	125 127	120	73	72	80	
Pasco.....	81,237	76,917	4,320	102 103	94	57	58	41	
Polk.....	220,780	196,880	23,900	106 106	100	65	65	61	
Putnam.....	203,870	111,050	92,820	122 122	121	59	61	56	
St. Johns.....	152,597	100,352	52,245	144 142	148	70	68	76	
Santa Rosa.....	174,312	124,412	29,900	86 89	74	44	47	34	
Sumter.....	79,927	59,016	20,911	81 81	80	45	47	42	
Suwannee.....	177,966	111,796	66,170	82 83	80	39	46	31	
Taylor.....	38,877	36,877	2,000	63 62	80	34	34	33	
Volusia.....	161,852	111,070	50,882	106 108	100	64	68	55	
Wakulla.....	65,510	39,410	26,100	97 95	100	53	60	40	
Walton.....	113,628	101,242	12,386	78 80	66	38	40	21	
Washington.....	121,100	95,740	25,360	81 81	80	42	42	45	

\*Due to large increase in population since census was taken.



TABLE V.—Showing Educational Status of Youth Enrolled in the Schools.

COUNTIES	No. in Chart			First Reader.			Second Reader.			Third Reader.			Fourth Reader.			Fifth Reader.			Higher Branches.					
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State.	12,827	5,144	7,683	29	831	10,957	9	8	4	18,106	10,437	7,669	17,440	11,081	6,359	18,097	12,120	4,977	11,910	9,581	2,329	5,954	5,683	365
Alachua	180	192	538	1	67	415	1	1,198	479	719	1,044	532	612	570	618	352	403	351	52	266	265	1	1	1
Baker	118	86	32	34	232	169	34	183	156	39	134	116	151	137	14	134	229	12	200	197	3	3	3	
Bradford	384	251	132	431	305	126	448	345	103	403	359	361	447	406	42	222	210	12	101	101	1	1	1	
Brevard	68	41	27	116	112	4	161	121	40	203	203	151	32	281	224	57	184	120	14	183	132	1	1	
Calhoun	62	28	34	208	166	52	190	161	29	163	163	143	20	120	119	1	61	51	28	28	39	...	...	
Citrus	23	11	12	114	9	4	105	9	26	146	146	110	36	160	140	20	131	126	5	89	89	...	...	
Clay	150	119	31	243	172	71	254	207	47	257	257	212	55	265	217	48	200	185	15	105	105	...	...	
Columbia	546	233	313	688	277	411	691	528	163	616	574	542	529	311	218	372	240	132	142	142	...	...	...	
Dade	172	48	124	127	73	50	176	93	83	134	134	92	42	158	112	46	76	65	11	28	28	...	...	
DeSoto	117	105	12	246	236	12	299	288	11	39	389	8	549	539	10	301	294	7	119	119	...	...	...	
Duval	897	385	512	1,370	1,031	339	1,049	491	557	947	470	477	384	625	389	631	469	167	532	469	29	29	29	
Escambia	175	122	53	311	241	70	341	271	70	341	271	212	55	265	217	48	200	185	15	105	105	...	...	
Franklin	73	17	56	12	60	61	17	50	27	135	104	31	117	93	24	118	103	15	1	1	...	...	...	
Gadsden	415	10	510	800	289	511	608	27	371	561	250	313	529	278	251	297	232	65	48	48	...	...	...	
Hamilton	386	214	172	530	308	222	362	252	110	273	270	63	250	221	28	137	126	11	88	88	...	...	...	
Hernando	100	47	53	93	71	22	116	82	34	107	107	67	40	116	109	7	69	69	...	...	...	...	...	
Hillsborough	307	175	132	1,131	881	250	775	482	183	837	656	171	900	778	122	582	542	40	188	188	...	...	...	
Holmes	349	342	7	379	375	4	274	274	3	283	283	240	229	229	345	135	135	...	...	...	...	...	...	
Jackson	691	290	401	1,483	602	881	882	470	462	841	421	421	810	465	346	389	181	238	447	412	35	35	35	
Jefferson	698	52	646	741	117	624	439	103	535	559	151	408	540	194	346	415	224	191	191	115	82	82	82	

Lafayette...	144	31	181	183	5	233	230	103	165	163	31	185	163	21	163	227	96	384	31	43	43	...
Leake...	157	84	73	203	98	232	179	103	323	227	96	388	251	87	340	69	67	340	31	133	133	...
Lee...	43	43	...	50	5	73	73	1	190	94	6	114	111	3	114	111	3	114	2	31	31	...
Leon...	588	43	553	1,137	1,026	980	112	748	683	134	539	503	130	373	308	149	159	308	48	48	48	...
Levy...	134	51	83	317	163	321	190	131	234	204	90	344	276	68	199	172	2	106	106	88	13	...
Liberty...	81	39	42	76	39	84	44	40	95	66	29	93	63	29	65	32	23	23	24	24	...	...
Madison...	646	103	541	875	298	577	658	316	942	624	338	286	500	285	205	650	428	222	60	60	57	...
Mander...	72	86	149	133	18	194	175	8	219	196	13	263	256	12	130	113	7	187	187	187	...	
Marion...	894	82	892	949	232	914	335	578	922	440	482	944	506	438	614	450	164	164	209	209	...	
Monroe...	480	243	177	379	285	91	324	225	197	295	162	74	286	165	115	336	376	60	118	118	83	...
Nassau...	313	127	186	357	165	192	348	154	184	338	187	357	204	163	175	151	24	139	139	106	73	...
Orange...	213	112	101	424	208	216	405	297	199	503	294	496	377	119	491	372	119	271	271	270	1	...
Oaxaca...	105	89	16	169	83	183	151	24	155	153	20	157	134	23	70	155	15	96	96	90	1	...
Pasco...	64	43	19	170	150	20	172	72	172	168	9	202	196	6	203	202	1	73	73	73	...	
Polk...	189	103	54	462	390	72	477	407	70	489	422	6	721	657	54	473	445	28	288	288	...	...
Putnam...	154	62	92	568	319	311	375	155	221	495	291	90	518	280	238	351	346	105	174	174	...	...
St. Johns...	183	93	95	286	171	103	278	102	115	429	132	87	395	212	82	263	224	39	118	118	...	...
Santa Rosa...	188	113	75	545	400	472	368	124	431	354	77	503	423	80	389	394	28	98	98	83	...	...
Sumter...	177	80	97	237	189	241	246	83	210	176	72	323	287	46	153	140	13	71	71	63	...	...
Swannee...	611	272	339	583	305	524	290	224	615	325	250	514	470	144	298	268	32	173	173	173	...	...
Taylor...	147	124	23	187	172	15	138	124	4	181	176	5	183	188	5	188	188	...	48	48	...	...
Volusia...	125	60	65	369	181	392	221	171	363	235	128	466	329	131	358	281	77	83	83	81	...	...
Wakulla...	157	77	80	180	88	159	46	63	194	108	86	144	82	62	126	73	47	166	166	82	...	...
Walton...	169	53	56	455	376	379	332	47	381	337	44	468	438	27	284	284	13	98	98	98	...	...
Washington	268	160	108	490	358	413	350	93	427	333	94	442	377	65	249	249	20	183	183	179	...	...

TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held.

COUNTIES	1896-97.	*No. of Different Teachers Employed.			White.						Negro.					
		Both Races.			White.			Negro.			First Grade.			Second Grade.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
In State ..		2651	2010	786	2224	641	304	337	491	269	222	106	340	720	158	177
Alachua ..		134	99	30	63	41	18	23	28	17	10	53	15	38	17	21
Baker ..		25	23	15	8	2	2	2	2	1	1	10	13	3	1	1
Bradford ..		48	43	22	35	24	11	13	17	4	4	20	11	9	15	7
Brevard ..		43	41	17	32	26	6	2	4	10	5	28	4	22	2	2
Calhoun ..		18	15	8	7	4	4	1	1	1	1	8	5	3	3	2
Citrus ..		35	31	8	23	4	4	12	4	9	16	4	12	2	2	2
Clay ..		42	34	13	21	5	3	15	3	12	4	19	6	13	9	4
Columbia ..		72	48	23	23	24	9	15	27	12	15	13	9	4	8	4
Dade ..		27	22	6	16	5	2	3	11	3	8	8	3	5	2	3
DeSoto ..		67	65	43	22	2	2	11	10	1	35	20	15	13	6	7
Duval ..		154	82	14	68	72	22	50	14	7	7	56	6	52	10	3
Escambia ..		85	62	11	51	23	9	14	10	3	7	41	5	36	11	2
Franklin ..		13	10	4	6	3	1	2	4	2	2	4	3	2	2	1
Gadsden ..		55	40	15	25	15	9	6	11	7	4	16	6	10	13	11
Hamilton ..		54	43	18	25	1	9	2	13	8	5	26	9	17	4	1
Hernando ..		24	21	5	16	3	3	3	9	4	5	8	1	7	4	4
Hillsborough ..		124	105	36	69	19	6	13	31	12	19	69	19	40	15	8
Holmes ..		36	36	25	10	1	1	1	11	10	1	15	7	8	9	1
Jackson ..		79	56	23	33	23	20	3	15	9	6	25	11	14	15	8
Jefferson ..		63	32	16	22	33	19	14	6	4	2	20	4	16	6	4



TABLE VII.—Showing the Result of the Uniform Examinations.

COUNTIES	Number of Examinees.	Examinees failing to pass.			No. and Grades of Certificates Issued.											
					To Whites.						To Negroes.					
					1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.	
		Total.	White.	Negro.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State.. . . .	2361	710	362	348	91	100	210	401	140	295	5	1	79	73	107	149
Alachua.. . . .	154	77	26	51	3	1	15	15	6	20	...	...	2	...	8	7
Baker.. . . .	20	3	3	...	...	...	8	1	3	3	...	...	...	1	...	1
Bradford.. . . .	75	48	44	4	...	1	4	6	7	9	...	...	...	...	...	...
Brevard.. . . .	24	1	1	...	1	6	1	9	1	2	...	...	2	...	...	1
Calhoun.. . . .	10	4	2	2	...	...	2	2	1	1	...	...	...	...	...	...
Citrus.. . . .	30	6	3	3	1	5	3	10	...	3	...	...	...	...	2	...
Clay.. . . .	43	9	5	4	...	...	2	7	8	8	...	...	3	1	2	3
Columbia.. . . .	70	33	12	21	6	4	2	5	2	5	...	...	2	3	4	4
Dade.. . . .	17	5	2	3	3	4	1	3	...	...	...	...	...	...	...	1
DeSoto.. . . .	45	16	16	...	6	1	6	2	5	8	...	...	...	...	1	...
Duval.. . . .	129	26	3	23	2	4	5	21	...	7	1	...	10	17	7	29
Escambia.. . . .	91	12	1	11	2	7	6	32	2	7	...	1	4	6	7	5
Franklin.. . . .	9	1	1	...	...	4	1	1	...	1	...	...	...	1	...	...
Gadsden.. . . .	54	9	...	9	1	2	7	6	2	10	...	...	2	...	8	7
Hamilton.. . . .	35	11	9	2	1	1	4	8	4	4	...	...	1	...	1	...
Hernando.. . . .	17	5	3	2	1	2	1	3	1	4	...	...	...	...	...	...
Hillsborough.. . . .	84	16	8	8	3	2	14	17	3	18	...	...	1	3	2	5
Holmes.. . . .	24	13	13	...	2	...	2	...	5	2	...	...	...	...	...	...
Jackson.. . . .	96	48	24	24	1	4	8	6	5	7	...	...	3	2	9	3
Jefferson.. . . .	80	32	3	29	...	1	4	7	3	4	1	...	4	2	12	10
Lafayette.. . . .	29	5	5	...	2	1	6	9	1	5	...	...	...	...	...	...
Lake.. . . .	88	11	8	3	6	7	17	20	3	8	...	...	2	1	1	2
Lee.. . . .	21	6	4	2	1	...	3	8	...	3	...	...	...	...	...	...
Leon.. . . .	58	13	3	10	2	4	4	6	1	...	1	...	4	7	8	8
Levy.. . . .	37	9	6	3	...	...	4	4	4	8	...	...	2	...	3	3
Liberty.. . . .	13	6	5	1	1	...	...	3	...	...	...	...	1	...	1	1
Madison.. . . .	56	18	7	11	2	3	7	12	2	4	1	...	...	1	4	2
Manatee.. . . .	26	1	1	...	1	...	10	6	2	4	...	...	2	...	...	...
Marion.. . . .	164	47	10	37	6	5	5	33	8	23	...	...	7	8	3	19
Monroe.. . . .	28	10	6	4	2	3	...	4	...	4	...	...	1	...	1	3
Nassau.. . . .	42	11	...	11	4	2	2	5	1	...	...	...	3	3	1	10
Orange.. . . .	90	21	12	9	7	4	5	23	3	15	...	...	...	2	2	8
Osceola.. . . .	21	4	2	2	...	...	4	3	3	4	...	...	1	...	2	...
Pasco.. . . .	49	11	11	...	4	2	4	14	5	7	...	...	1	...	1	...
Polk.. . . .	66	11	5	6	5	7	5	17	3	17	...	...	...	...	...	1
Putnam.. . . .	70	21	12	9	1	1	5	8	6	8	...	...	5	6	4	5
St. Johns.. . . .	42	8	4	4	2	2	...	11	3	9	...	...	1	...	1	5
Santa Rosa.. . . .	46	17	8	9	2	1	1	8	5	9	...	...	...	...	...	3
Sumter.. . . .	38	9	7	2	...	2	2	6	2	10	...	...	1	...	4	2
Suwannee.. . . .	49	13	7	6	2	1	9	7	2	2	...	...	5	5	2	1
Taylor.. . . .	8	3	3	...	1	...	...	...	3	...	...	...	...	...	1	...
Volusia.. . . .	70	21	8	13	2	5	4	11	4	12	...	...	5	4	2	...
Walulla.. . . .	26	8	3	5	...	...	3	2	5	3	1	...	2	...	2	...
Walton.. . . .	57	31	30	1	3	1	6	2	9	5	...	...	...	...	...	...
Washington.. . . .	60	20	16	4	2	...	8	8	7	12	...	...	2	...	1	...

TABLE VIII.—Showing Facts Relative to Teachers Employed.

1896-97. COUNTIES		Graduates of Normal Schools.				Attendants at Teachers' Summer Schools.				Attendants at State Teachers' Associations.		Subscribers to Educational Journals.		Non-Resident Teachers.			
		White		Negro		White		Negro						White		Negro	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
In State	101	113	25	18	154	300	72	98	337	176	1234	402	202	81	74	18.	
Alachua..	6	5	1		4	5	15	25	35		50	22					
Baker ..											6	3	9		1		
Bradford..	2	1			2				1		22	3	5				
Brevard..	2	10	2	1		1			4	3	43	5	5	8			
Calhoun..		1			3	3	2		6	1	11	2	6		2		
Citrus...	3	7	2		2	5			23	2	32	4	3		3		
Clay...													2				
Columbia ..	11	2			3	4	3	2	9	8	44	16	7	5		1	
Dade...	2	2									20	2	6	2			
DeSoto...					16	1			3		35	2					
Duval...	1	4		1	2	7	1	10	7	39	54	50	7	5	1	2	
Escambia ..		6		2	2	57	5	20			43	14					
Franklin...											3		1	2			
Gadsden...	3	4							3		13	7	1				
Hamilton ..	14	17			4	2			8	7	26	8	25	1	4		
Hernando ..		1				4			14		14	1	4	1			
Hillsborough..		7	2		26	50	3	5	15	4	80	18	3	6	10		
Holmes...																	
Jackson...	4	2			1	1			15		20	5	4				
Jefferson...	2	1			1	2	5	4	3		16	17	1	3		1	
Lafayette...	1				12	10					18		5	1			
Lake...			2		4	21	1	1	21	2	45	9	1	2	7	1	
Lee...		1									5			2			
Leon...		2	2	2	4	4	8	12		12	23	32	3			1	
Levy...	4	3				1	1		5	2	42	10	4	7		1	
Liberty ..	1		1								8	3	2		2		
Madison...	6	1	3		2	2	6	2	4	5	15	12	17	3	13		
Manatee...					12	9			3		23	2	7	2			
Marion ..	8	12	4	8					78	27	48	27	5	1	3	2	
Monroe...						4					18	3	1	1			
Nassau ..	1	3	2		2	3		3	7	18	19	14	7	4		1	
Orange ..	2	1	1	2	3	2	2	2	3	6	43	16	1				
Osceola...		1							1	1	20	3	3	2	1		
Pasco...					3	8			6		41						
Polk...	4	2			26	44	1	1	20	4	74	6	5	2			
Putnam...	2	3			3	2			3	10	35	20	4	1		6	
St. Johns ..	1	1			3	25	5	5	3	12	27	11	6	1	3	1	
Santa Rosa...	3	1		2							37	6	1	6	3		
Sumter...	1	1			3	6	4		13	1	32	7	5	3	4		
Suwannee ..	5		1		6	11	5	5	15	7	23	10	3	1	2		
Taylor ..	1										8		3	2			
Volusia...	2	4			2	3	2	1	5	3	42	14	2		6		
Wakulla...	2	2	1		1	1	1		2		15	7	3				
Walton...	5	4	1				2			2	25	6	4	2	4	1	
Washington..	2	1			2	2			2		16	5	6		5		

**TABLE IX.—Showing, (1) Average Age of Teachers; (2) Average Months Taught in Life**

COUNTIES.	AVERAGE AGE						AVERAGE MONTHS TAUGHT.					
	White.			Negro			White.			Negro.		
	All Teachers.	Both Sexes.	Male.	Both Sexes.	Male.	Female.	All Teachers.	Both Sexes.	Male.	Both Sexes.	Male.	Female.
In State.....	27	27	28	28	27	30	41	34	45	56	56	56
Alachua.....	27	27	28	28	27	30	41	34	45	56	56	56
Baker.....	27	27	28	28	27	30	41	34	45	56	56	56
Bradford.....	23	23	24	23	23	26	22	21	27	14	28	28
Brevard.....	29	29	36	27	27	34	34	32	55	23	62	111
Calhoun.....	25	24	25	25	24	27	27	32	21	53	53	53
Citrus.....	26	25	29	24	30	30	33	29	31	28	62	63
Clay.....	25	27	25	28	30	34	37	35	24	43	61	14
Columbia.....	25	25	27	23	28	24	29	24	27	20	41	50
Dade.....	26	26	32	24	27	27	33	49	40	64	70	60
DeSoto.....	36	26	26	25	24	24	29	28	29	21	38	38
Duval.....	28	30	40	28	27	31	54	59	79	54	46	64
Escambia.....	30	30	38	29	32	35	46	47	69	42	47	48
Franklin.....	28	29	23	29	25	26	37	33	17	42	10	70
Gadsden.....	26	26	31	23	27	31	33	29	46	19	43	54
Hamilton.....	25	23	25	21	31	31	34	26	40	16	65	59
Hernando.....	26	26	36	24	26	26	32	31	65	25	33	39
Hillsborough.....	28	28	29	28	25	29	46	48	49	47	31	39
Holmes.....	23	23	23	21	21	21	20	20	25	7	4	4
Jackson.....	28	27	28	26	29	30	39	34	36	32	52	55
Jefferson.....	28	31	33	29	28	29	42	55	65	60	30	33
Lafayette.....	22	22	23	22	20	20	17	18	19	15	13	13
Lake.....	28	28	35	25	25	29	45	44	69	33	47	69
Lee.....	31	31	31	31	20	20	40	41	30	52	12	12
Leon.....	31	33	43	29	30	34	27	50	52	59	49	69
Levy.....	26	25	26	24	30	31	36	31	40	22	59	52
Liberty.....	23	22	23	22	24	27	25	21	17	24	35	42
Madison.....	27	26	30	22	28	29	37	34	47	20	44	61
Manatee.....	26	26	26	25	31	31	30	27	29	25	71	71
Marion.....	26	26	29	24	25	32	37	35	48	29	35	56
Monroe.....	30	31	47	28	26	25	27	61	63	108	53	34
Nassau.....	26	26	30	24	27	33	32	24	24	34	46	76
Orange.....	30	31	38	30	26	33	51	50	75	46	53	100
Osceola.....	27	28	34	24	23	20	40	43	66	26	29	20
Pasco.....	29	29	37	24	26	30	46	46	74	28	57	61
Polk.....	29	29	30	28	33	38	45	44	48	40	76	83
Putnam.....	29	29	33	27	30	32	51	44	42	45	65	80
St. Johns.....	25	25	27	27	27	33	58	59	98	52	51	70
Santa Rosa.....	25	24	26	22	29	31	32	26	27	28	68	104
Sumter.....	28	28	32	26	26	28	50	55	65	49	30	37
Suwannee.....	26	26	28	22	27	30	31	29	35	22	38	50
Taylor.....	24	24	26	21	27	27	30	28	32	19	60	60
Volusia.....	26	27	30	26	26	28	33	29	34	27	44	54
Wakulla.....	30	33	36	24	23	24	30	36	43	16	15	30
Walton.....	23	22	23	21	30	30	27	21	24	17	89	89
Washington.....	29	30	33	25	25	33	25	27	30	22	22	40

TABLE X.—Showing Average Monthly Salaries Paid Teachers.

1896-97. COUNTIES	All Teachers.	Paid White Teachers.			Paid Negro Teachers.		
		Both Sexes.	Males.	Females	Both Sexes.	Males.	Females
In State.....	\$34.52	\$36.46	\$39.96	\$34.36	\$28.60	\$30.13	\$27.13
Alachua.....	31.21	34.73	41.44	30.97	24.12	27.08	21.43
Baker.....	29.38	27.97	29.96	24.71	40.43	40.43	.....
Bradford.....	32.98	34.73	37.55	31.40	22.86	22.86	.....
Brevard.....	33.75	34.48	38.80	33.32	30.05	34.53	26.67
Calhoun.....	23.32	24.67	23.16	26.53	18.00	18.00	.....
Citrus.....	36.91	36.95	40.00	35.88	36.67	36.67	.....
Clay.....	30.69	31.05	32.92	29.57	28.89	29.17	28.33
Columbia..	34.14	37.09	37.51	36.60	28.07	29.38	27.23
Dade..	41.22	41.41	43.50	40.64	40.00	40.00	40.00
DeSoto..	35.77	35.95	38.90	29.96	30.00	30.00	.....
Duval.....	41.02	45.55	72.69	40.43	33.80	38.88	31.82
Escambia..	37.61	38.87	50.52	36.52	33.89	35.22	33.00
Franklin.....	38.46	41.50	51.25	35.00	28.33	35.00	25.00
Gadsden..	26.43	30.45	33.28	28.69	20.25	19.32	21.67
Hamilton..	28.16	29.14	32.39	26.22	25.11	24.80	27.24
Hernando.....	37.24	38.35	56.45	34.29	30.00	30.00	.....
Hillsborough..	47.28	49.39	52.31	47.92	34.65	35.06	34.38
Holmes.....	30.99	31.08	32.68	26.79	27.50	27.50	.....
Jackson.....	31.08	35.35	45.85	27.79	22.29	22.74	18.53
Jefferson..	31.74	40.08	52.69	33.31	19.61	20.35	18.59
Lafayette.....	29.42	29.40	30.68	27.46	30.00	30.00	.....
Lake..	32.94	34.47	40.76	31.71	25.69	29.36	21.19
Lee..	39.93	40.24	44.49	36.57	35.00	35.00	.....
Leon..	30.12	35.61	43.06	32.87	25.54	27.15	24.25
Levy..	31.82	33.58	34.77	32.48	26.34	28.41	22.25
Liberty..	22.82	21.69	22.70	21.00	26.25	28.33	20.00
Madison..	34.38	37.12	38.46	35.49	27.29	26.90	28.06
Manatee ..	37.16	37.73	41.06	33.04	25.50	25.50	.....
Marion..	34.34	37.53	40.30	36.36	28.69	32.13	27.83
Monroe..	43.11	44.35	65.86	40.13	40.20	56.33	32.13
Nassau..	31.83	33.61	42.53	30.47	28.78	42.50	22.17
Orange..	35.51	38.50	57.38	35.36	27.78	35.83	25.32
Osceola..	34.33	35.41	35.39	35.42	28.00	31.67	22.50
Pasco..	37.03	37.26	37.47	37.14	33.57	33.33	34.00
Polk..	40.82	41.24	45.72	37.85	35.63	50.00	30.83
Putnam..	35.01	35.69	40.53	33.48	33.67	35.90	30.87
St. Johns..	30.47	30.72	71.32	25.14	29.51	35.46	25.05
Santa Rosa..	25.45	26.02	27.51	24.71	21.67	26.85	20.30
Sumter..	35.00	35.78	37.04	35.04	32.39	33.01	30.00
Suwannee..	38.30	41.64	44.80	38.05	30.93	32.33	27.65
Taylor..	22.73	22.65	23.39	21.25	25.00	25.00	.....
Volusia..	37.70	38.63	46.64	36.01	34.99	36.82	32.48
Wakulla..	19.76	20.71	21.24	19.00	17.75	17.50	18.00
Walton..	26.81	27.03	27.83	25.84	25.04	25.04	.....
Washington..	27.10	27.65	28.66	26.09	23.51	24.00	22.94



TABLE XI.—Showing, (1) Aggregate Salaries Paid Teachers; (2) Highest Monthly Salary.

COUNTIES	1886-97.	Both Races.	Males.				Females.				Highest Monthly Salary.	
			White.		Negro.		White.		Negro.			
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
In State		\$516,413.98	\$410,821.40	\$105,592.58	\$169,231.00	\$54,367.58	\$241,590.40	\$51,225.00	175	100	80	50
Alachua		22,886.75	17,010.85	5,875.90	7,294.00	3,100.80	9,716.85	2,735.10	80	45	40	30
Baker		2,982.50	2,517.50	465.00	1,677.50	465.00	840.00		50	35	50	
Bradford		7,837.25	7,037.25	800.00	4,124.75	800.03	2,912.50		100	45	30	
Brevard		10,220.85	8,718.35	1,502.50	2,072.00	742.50	6,646.35	760.00	75	50	40	35
Calhoun		3,110.80	2,623.90	486.90	1,359.65	486.90	1,254.25		30	30	18	
Citrus		7,345.00	6,245.00	1,100.00	1,760.00	1,100.00	4,485.00		50	65	40	
Clay		8,425.00	7,125.00	1,300.00	3,325.00	875.00	3,800.00	425.00	75	55	40	30
Columbia		10,716.75	7,835.50	2,881.25	4,266.75	1,175.00	3,568.75	1,706.25	90	45	50	35
Dade		7,104.00	6,162.00	942.00	1,740.00	410.00	4,422.00	502.00	50	50	40	40
DeSoto		12,374.25	12,074.25	300.00	8,752.00	300.00	3,322.25		75	40	35	
Duval		41,865.50	30,614.50	14,251.00	7,759.50	4,598.00	22,855.00	9,653.00	175	75	75	50
Escambia		20,661.15	15,937.90	4,723.25	3,475.90	1,981.25	12,462.00	2,742.00	150	50	50	45
Franklin		2,000.00	1,660.00	340.00	820.00	140.00	840.00	200.00	75	35	35	25
Gadsden		8,194.00	5,724.00	2,400.00	2,996.00	1,430.00	3,328.00	1,040.00	60	35	25	20
Hamilton		6,625.00	5,193.75	1,431.25	2,728.75	1,233.75	2,465.00	197.50	50	50	30	30
Hernando		4,453.50	3,973.50	480.00	1,072.50	480.00	2,901.00		75	40	35	
Hillsborough		36,983.19	33,102.19	3,881.00	11,719.19	1,568.75	21,383.00	2,312.25	171	100	55	35
Holmes		4,927.50	4,817.50	110.00	3,692.50	110.00	1,125.00		100	30	28	
Jackson		15,010.00	11,488.00	3,522.00	6,236.00	3,207.00	5,252.00	315.00	125	50	40	20
Jefferson		9,965.00	7,455.00	2,510.00	3,425.00	1,506.00	4,030.00	1,004.00	100	55	30	25

Lafayette..	4,171.25	4,051.25	120.00	2,547.75	120.00	1,503.50	.....	42	35	30	...
Lake..	14,581.75	12,598.75	1,983.00	4,552.50	1,246.50	8,046.25	736.50	80	65	35	24
Lee..	4,035.00	3,825.00	210.00	1,960.00	210.00	1,865.00	.....	70	42	35	...
Leon..	13,312.00	7,157.00	6,155.00	2,325.00	2,905.00	4,832.00	3,250.00	100	50	50	30
Levy..	8,666.62	6,921.62	1,745.00	3,429.82	1,250.00	3,491.80	495.00	60	45	40	25
Liberty ..	1,483.00	1,063.00	420.00	454.00	340.00	609.00	80.00	38	25	30	20
Madison..	13,214.50	10,290.75	2,923.75	5,856.75	1,913.75	4,434.00	1,010.00	100	40	40	35
Manatee..	7,905.50	7,650.50	255.00	4,875.50	255.00	2,775.00	.....	125	60	31	...
Marion ..	26,857.47	18,748.75	8,108.72	5,968.00	1,825.22	12,780.75	6,283.50	100	60	50	35
Monroe ..	10,323.85	7,429.45	2,894.40	1,811.05	1,352.00	5,618.40	1,542.40	138	91	8	45
Nassau ..	10,625.50	7,085.50	3,540.00	2,333.00	1,700.00	4,752.50	1,840.00	100	50	75	30
Orange..	22,826.88	17,845.88	4,981.00	3,792.88	1,505.00	14,053.00	3,476.00	100	50	50	30
Osceola..	7,054.25	6,214.25	840.00	2,815.50	570.00	3,338.75	270.00	90	45	45	25
Pasco..	8,345.50	7,875.50	470.00	2,960.00	300.00	4,915.50	170.00	75	50	35	35
Polk..	21,817.50	20,392.50	1,425.00	9,737.50	500.00	10,655.00	925.00	125	55	50	35
Putnam ..	17,462.00	11,772.00	5,690.00	4,195.00	3,375.00	7,577.00	2,315.00	100	60	60	35
St. Johns ..	11,895.26	9,467.76	2,427.50	2,656.51	1,250.00	6,811.25	1,177.50	122	45	60	30
Santa Rosa..	8,272.66	7,345.00	927.66	3,635.50	241.66	3,709.50	686.00	60	45	33	25
Sumter..	7,313.00	5,733.50	1,559.50	2,209.50	1,259.50	3,544.00	300.00	45	45	35	30
Suwannee ..	13,930.00	10,420.00	3,510.00	5,959.00	2,570.00	4,461.00	940.00	101	68	45	32
Taylor..	2,608.50	2,508.50	100.00	1,692.50	100.00	816.00	.....	40	25	25	...
Volusia..	13,953.00	10,635.75	3,317.25	3,162.00	2,021.25	7,473.75	1,296.00	75	50	45	40
Wakulla..	3,070.25	2,182.75	887.50	1,707.75	437.50	475.00	450.00	28	20	20	18
Walton ..	8,453.25	7,593.00	860.25	4,693.00	860.25	2,900.00	.....	65	38	34	...
Washington..	7,547.50	6,677.50	870.00	4,204.00	480.00	2,473.50	390.00	50	50	30	30



Hernando...	1,027,208.00	1,025.24	1,000.85	5	5,116.04	3,990.15	98	78	560	194
Hillsborough..	8,157,191.00	8,167.09	7,773.02	14	31,101.00	25,617.89	95	70	4,164	1,487
Holmes..	573,173.00	573.17	539.50	5	2,660.95	2,556.19	94	96	1,082	604
Jackson..	1,829,119.00	1,829.12	1,753.29	4	7,316.00	6,590.00	96	90	2,327	1,647
Jefferson..	1,523,794.00	1,528.34	1,470.10	5	7,632.77	7,341.25	96	96	3,010	772
Lafayette..	733,343.00	733.35	712.02	5	3,666.73	3,242.71	97	88	755	470
Lake..	2,585,430.00	2,592.97	2,498.55	5	12,911.75	8,052.74	96	62	1,667	737
Lee..	1,313,318.00	1,315.85	1,312.43	3 3/4	4,935.69	4,577.79	100	93	389	301
Leon..	2,166,165.00	2,168.36	2,159.36	5	10,830.82	7,480.34	100	69	1,357	1,257
Levy..	1,381,590.00	1,382.88	1,375.85	5	6,907.95	3,100.18	99	50	682	430
Liberty..	322,220.00	322.25	320.58	4	1,289.08	1,071.76	99	83	227	141
Madison..	1,588,116.00	1,590.02	1,573.55	4	6,344.69	5,316.20	99	84	1,943	1,350
Manatee..	1,222,825.00	1,223.29	1,188.04	5	6,115.96	3,048.01	97	45	447	378
Marion..	5,126,347.65	5,138.40	3,422.12	4 1/2	23,068.56	4,451.38	67	19	3,288	832
Monroe..	2,507,665.00	2,508.94	2,431.13	4	10,032.73	8,286.80	98	83	1,035	1,036
Nassau..	2,105,349.00	2,107.65	2,070.63	4 1/4	8,970.11	5,830.14	98	65	872	472
Orange..	3,749,996.00	3,764.97	3,709.55	3 1/2	13,124.19	10,208.93	99	78	1,778	1,391
Osceola..	1,506,201.15	1,506.29	1,484.49	5	7,531.92	6,097.65	99	81	593	254
Pasco..	1,489,353.63	1,491.44	1,481.32	5	7,446.76	4,488.75	99	60	810	480
Polk..	3,602,220.00	3,609.41	3,573.62	5	18,011.10	15,371.70	99	85	1,463	1,183
Putnam..	2,978,606.00	2,990.26	2,599.95	4	11,914.09	7,420.53	87	62	1,597	1,332
St. Johns..	2,546,233.49	2,549.25	2,522.06	5	12,731.16	12,138.17	99	95	967	757
Santa Rosa..	1,361,165.00	1,362.70	1,227.21	5	6,805.82	**2,699.50	90	40	890	+
St. Peter..	1,537,478.00	1,542.78	1,505.29	5	7,687.39	5,073.05	98	66	915	375
Suwannee..	1,725,297.18	1,725.30	1,694.23	4	6,901.19	5,640.91	98	84	1,534	1,057
Taylor..	435,380.00	435.91	424.05	5	2,176.90	1,603.45	97	74	578	367
Volusia..	2,920,542.00	2,926.49	2,896.78	5	14,602.71	13,534.07	99	93	626	1,785
Wakulla..	460,853.00	461.36	458.39	5	2,004.82	2,125.32	99	92	671	510
Walton..	1,389,744.76	1,390.32	1,345.78	4 1/2	6,253.88	5,755.21	97	92	927	418
Washington..	1,266,436.99	1,270.56	1,216.38	5	6,341.10	5,613.70	96	89	1,170	470

\*Back taxes included. \*\*Poll taxes included. + Reported with County Tax.

TABLE XIII.—Showing Total Receipts and Sources from Which School Funds Were Derived.

1896-97. COUNTIES.	Total.	Balance Cash on Hand.	Interest on Permanent Fund.	State one Mill Tax.		County Levy.	Back Taxes of 1895-94-93.	Poll Taxes of 1896.	(1) 1895 and previous Years.	Examination Fees.	Non-Resident Pupils	Sub-District Tax.	From all Other Sources.
				Apportioned, November, 1896.	Apportioned May, 1897.								
In State....	\$691,970.49	\$ 87,395.26	\$ 39,729.00	\$ 26,486.00	\$ 48,564.80	\$326,745.96	\$72,174.75	\$33,478	\$28,054	\$ 2,250.85	\$ 431.58	\$13,351.77	\$13,508.12
Alachua..	31,561.25	2,754.35	2,204.40	1,469.60	2,939.20	18,215.35	536.35	1,876	1,440	.....	126.00	.....	.....
Baker..	4,183.75	.....	472.80	315.20	630.40	1,934.24	113.11	307	388	23.00	.....	.....	.....
Bradford..	14,770.86	.....	1,230.00	820.00	1,640.00	8,074.14	.....	1,251	1,153	75.00	.....	40.75	56.97
Brevard..	13,438.60	103.38	409.80	273.20	546.40	9,870.32	1,263.50	877	60	24.00	.....	.....	11.00
Calhoun..	6,994.98	3,022.33	241.80	161.20	322.40	2,277.04	393.40	406	67	10.00	.....	88.75	5.00
Citrus..	12,157.53	2,728.88	295.20	196.80	393.60	6,068.24	404.34	309	42	30.00	7.00	1,615.06	67.1
Clay..	12,744.16	4.03	493.20	328.80	657.60	4,490.87	5,418.66	619	348	43.00	26.00	.....	315.00
Columbia..	13,577.82	391.30	1,372.80	915.20	1,830.40	7,863.02	102.10	1,019	.....	70.00	.....	.....	14.00
Dade..	13,095.13	2,678.96	180.60	120.40	240.80	6,630.48	352.49	431	1,134	17.00	.....	.....	1,509.40
DeSoto..	22,161.96	7,619.46	880.20	586.80	1,173.60	7,933.42	1,140.69	581	997	45.00	80.00	1,124.79	.....
Duval ..	60,389.01	10,699.31	2,188.20	1,458.80	2,917.60	31,245.63	2,167.47	924	8,553	235.00	.....	.....	.....
Escambia..	29,749.32	631.63	1,690.80	1,127.20	2,254.40	16,095.62	5,220.50	796	1,641	90.00	.....	.....	202.17
Franklin ..	5,320.95	77.88	209.40	139.60	279.20	1,084.89	2,391.55	211	470	6.00	.....	.....	451.43
Gadsden ..	9,293.87	97.21	1,216.80	811.20	1,622.40	4,612.88	.....	847	29	45.00	.....	.....	12.58
Hamilton ..	6,732.38	72.46	620.40	413.60	827.20	2,025.33	589.82	453	248	35.00	.....	261.44	1,186.13
Hernando...	8,500.81	1,061.00	293.40	195.60	391.20	3,990.15	614.68	194	138	17.00	.....	1,001.56	204.22
Hillsborough..	43,896.81	2,637.27	1,635.60	1,090.40	2,180.80	25,617.89	8,522.10	1,487	538	84.00	98.75	.....	5.00
Holmes..	4,909.48	.....	571.20	380.80	761.60	2,556.19	11.69	604	.....	24.00	.....	.....	.....
Jackson..	14,003.18	250.38	1,806.60	1,204.40	2,408.80	6,590.00	.....	1,647	.....	96.00	.....	.....	.....
Jefferson, ..	13,205.66	100.32	1,460.40	973.60	1,947.20	7,341.25	833.35	772	177	80.00	.....	.....	50.54

Lafayette..	5,941.48	210.08	331.80	221.20	442.40	3,242.71	996.29	470	386	27.00		
Lake..	22,935.34	7,384.05	804.00	536.00	1,072.00	8,052.74	3,715.89	737		88.00		159.66
Lee..	7,721.66	2,149.25	160.80	107.20	214.40	4,577.79		301		21.00		180.22
Leon..	21,863.27	994.79	1,659.00	1,106.00	2,212.00	7,480.34	5,809.14	1,257	1,287	58.00		
Levy..	10,800.48	2,505.47	661.80	441.20	882.40	3,100.18	1,989.11	450	251	37.00		76.32
Liberty..	1,939.80	11.29	178.80	119.20	238.40	1,071.76		141	68	12.00		98.35
Madison ..	13,562.48	3,256.43	1,191.00	795.40	1,592.80	5,316.26		1,350		56.00		
Manatee..	8,899.74	41.11	463.80	309.20	618.40	3,008.01	2,114.44	378		26.00		15.00
Marion ..	27,343.15	5,042.05	2,073.00	1,382.00	*	4,451.38	9,363.30	833	1,25	157.85	9.00	121.30
Monroe..	12,494.20		583.80	389.20	1,178.40	8,286.80		1,036	493	27.00		
Nassau..	13,783.05	281.25	877.00	54.80	1,169.00	5,830.10	3,034.29	472	1,404	40.00		89.65
Orange..	23,733.2	2,632.09	1,044.20	722.80	1,540.00	10,208.56	2,611.87	1,394	1,187	88.00		201.25
Osceola..	11,087.91	2,336.51	377.40	21.60	59.00	6,037.65	127.02	354	421	21.00		598.53
Pasco..	8,484.89	229.79	434.40	309.60	619.20	4,488.75	1,354.51	480	141	48.00		243.64
Polk..	29,665.05	6,313.91	1,232.40	821.60	+	15,311.70	2,058.37	1,185	711	66.00		276.76
Putnam..	20,866.71	4,839.58	1,012.80	65.20	1,300.40	7,420.53		1,332	1,277	70.00	7.00	2,570.81
St. Johns ..	16,801.40	1,113.02	662.40	441.60	858.20	12,138.17		757	532	30.00		184.01
Santa Rosa ..	9,774.34	124.13	1,089.00	726.00	1,452.00	2,699.50	3,637.71	+		46.00		
Sumter..	10,500.90	1,406.43	580.80	387.20	774.40	5,073.05		375	254	38.00	14.48	160.03
Suwannee..	15,063.43	422.37	1,365.80	911.20	1,822.40	5,640.91	1,779.01	1,057	449	49.00		475.82
Taylor..	4,472.90	982.86	280.20	186.80	373.60	1,603.45	669.99	367		9.00		
Volusia..	28,512.45	8,632.64	703.20	468.80	937.60	12,534.07	1,837.60	1,765		70.00		563.54
Wakulla..	5,592.08	734.21	39.40	259.60	119.20	2,125.32	903.35	510	151			
Walton..	10,055.95	754.76	822.00	548.00	1,096.00	5,755.20	257.08	418	261	57.00	3.75	33.16
Washington..	9,381.99		901.80	601.20	1,202.40	5,613.70	339.82	470		60.00	60.00	133.07

\*\$2,764 apporportioned, reported as withheld by the State Treasurer on account of money borrowed from the State.

†\$1,643.20 apporportioned, but reported as not turned over by the County Treasurer until after close of the school year June 30th.

††Included in County levy.

TABLE XIV.—Showing Total Expenditures for Schools.

COUNTIES.	1896-97.	(Grand Total.	On Debt of Previous Years.	Interest on Debts.	Salaries of Teachers.	County Superintendents			Commissions of Treasurers.	Milage and Per Diem of School Boards.		Incidental Expenses of Superintendents and Boards.	Teachers' Examinations.	Teachers' Institutes or Summer Schools.	For all (Other Purposes.
						Salaries of County Superintendents.	Traveling Expenses of	County Superintendents		Salaries of County Superintendents.	Traveling Expenses of				
In State..		\$713,443.86	\$50,060.28	\$6,256.33	\$516,413.98	\$30,758.19	\$1,387.69	\$9,529.95	\$7,188.15	\$5,080.16	\$2,795.19	\$2,267.37	\$81,06.53		
Alachua..		36,019.41	7,314.24	1,002.34	22,886.75	1,200.00		1,022.74	186.50	286.49	137.10		1,983.25		
Baker..		4,364.30	160.00	5.00	2,982.50	350.00		94.00	118.40	34.00	65.40		545.00		
Bradford ..		14,923.22	2,889.36	45.10	7,837.25	60.00		350.00	150.00	12.00	85.50		2,543.32		
Brevard..		16,585.00	1,002.40		10,220.85	900.00	20.00		234.60	80.65	56.5	150.00	3,939.75		
Calhoun..		4,464.00	75.00		3,110.80	300.00	30.00	96.17	193.60	261.20	30.70		366.53		
Citrus ..		10,669.09	1,208.14	80.73	7,345.00	600.00	10.00	231.16	151.00	42.17	62.90		937.99		
Clay..		13,408.15	985.80		8,425.00	545.00	74.00	283.70	159.80	26.25	86.00	225.00	2,597.60		
Columbia ..		14,178.75		144.03	10,716.75	600.00		280.38	120.00	56.20	65.00		2,186.39		
Dade..		10,213.62	347.45		7,104.00	449.94			234.60	165.02	46.00		1,886.61		
DeSoto..		15,225.88	60.00		12,374.25	650.00			226.00	245.00	44.65		1,825.95		
Duval ..		64,482.06	129.75	386.62	44,865.50	1,645.00	28.70		278.65	315.66	97.50		16,734.68		
Escambia..		38,272.26	6,470.22	1,018.70	20,661.15	1,000.00	190.00		185.00	277.56	71.50	151.20	8,246.53		
Franklin..		3,553.05	900.00	89.52	2,000.00	150.00	1.90	99.78	109.60	33.75	32.50		136.00		
Gadsden ..		9,901.49	705.83		8,194.00	600.00		192.01	108.80		62.40		38.45		
Hamilton..		9,037.81	1,519.22		6,625.00	480.00	16.50	130.59	134.60	76.15	35.75		20.00		
Hernando..		7,482.32	1,597.83	260.11	4,453.50	443.45	27.00	176.64	105.70	31.13	27.60		359.30		
Hillsborough..		46,253.01	1,646.95	352.17	36,983.19	1,800.00	300.00	849.01	204.05	180.58	84.00	375.00	3,478.06		
Holmes..		5,514.76			4,927.50	252.00		106.57	96.20	4.00	24.00		104.49		
Jackson..		17,636.44			15,010.00	1,000.00		312.00	358.80	90.00	120.75		744.89		
Jefferson ..		13,205.66	1,027.07	413.52	9,965.00	500.00	6.50	267.17	176.10	38.52	48.81		762.97		

Lafayette .. .. .	5,164.15	.....	643.59	.....	50.00	4,171.25	395.00	.....	200.00	122.94	152.45	140.41	41.10	.....	91.00
Lake.. .. .	17,905.56	.....	.....	.....	.....	14,581.75	1,080.00	.....	.....	328.51	102.70	88.72	69.25	160.00	651.04
Lee .. .. .	7,437.27	.....	.....	.....	.....	4,035.00	325.00	.....	82.50	166.40	156.00	.....	27.00	.....	2,645.37
Leon .. .. .	19,518.92	.....	.....	.....	.....	13,312.00	1,200.00	.....	100.00	369.58	118.70	37.15	108.50	200.00	402.99
Levy.. .. .	11,044.55	.....	.....	.....	23.75	8,666.62	600.00	.....	3.35	211.96	184.20	84.17	37.00	.....	1,248.50
Liberty.. .. .	2,104.03	.....	234.18	.....	.....	1,483.00	150.00	.....	.....	39.74	123.85	11.98	28.00	.....	33.28
Madison.. .. .	16,261.50	.....	137.35	.....	.....	13,214.50	622.00	.....	.....	361.54	100.50	186.05	123.50	150.00	1,365.06
Manatee.. .. .	10,777.53	.....	985.49	.....	104.15	7,905.50	720.00	.....	.....	161.95	96.55	36.36	27.00	66.55	63.98
Marion.. .. .	36,550.48	.....	6,021.57	.....	.....	26,857.47	867.50	.....	8.00	413.30	233.00	307.70	167.85	.....	1,674.09
Monroe.. .. .	13,565.08	.....	502.17	.....	24.00	10,323.85	490.00	.....	44.75	.....	84.00	16.10	27.00	.....	2,053.21
Nassau.. .. .	21,789.64	.....	6,899.18	.....	796.35	10,625.50	672.97	.....	.....	272.76	214.40	192.99	100.30	50.00	1,955.19
Orange.. .. .	25,665.56	.....	.....	.....	206.05	22,826.58	1,218.86	.....	.....	622.36	170.35	242.51	59.05	.....	319.50
Osceola.. .. .	10,033.80	.....	514.83	.....	.....	7,054.25	540.00	.....	12.70	169.75	137.70	.....	15.00	.....	1,589.57
Pasco.. .. .	12,675.08	.....	2,407.13	.....	301.19	8,345.50	650.00	.....	14.00	190.63	102.75	17.33	66.15	.....	580.40
Polk.. .. .	26,687.75	.....	453.00	.....	226.70	21,817.50	1,000.00	.....	14.35	.....	159.70	220.75	65.20	225.00	2,055.15
Putnam.. .. .	19,510.40	.....	160.00	.....	.....	17,462.00	975.00	.....	.....	.....	153.40	402.12	43.50	.....	314.38
St. Johns.. .. .	18,598.65	.....	1,968.51	.....	277.30	11,895.26	720.00	.....	.....	303.48	136.80	59.99	79.00	384.62	2,773.69
Santa Rosa.. .. .	10,557.72	.....	.....	.....	.....	8,252.66	1,000.00	.....	46.15	198.90	128.80	86.14	63.80	.....	761.27
Sumter.. .. .	11,311.96	.....	569.44	.....	.....	7,313.00	605.55	.....	11.70	.....	128.60	127.28	60.00	.....	2,496.39
Suwannee.. .. .	16,035.96	.....	.....	.....	.....	13,930.00	600.00	.....	.....	378.63	140.15	168.02	71.00	50.00	698.16
Taylor.. .. .	3,946.48	.....	.....	.....	.....	2,608.50	276.00	.....	63.89	78.42	120.25	44.70	29.40	.....	725.32
Volusia .. .. .	18,127.51	.....	216.66	.....	39.04	13,953.00	800.00	.....	52.45	372.44	301.80	242.32	76.05	.....	2,073.75
Wakulla.. .. .	3,887.60	.....	.....	.....	.....	3,070.25	214.92	.....	10.00	84.91	129.95	32.42	11.10	80.00	253.75
Walton.. .. .	9,332.52	.....	.....	.....	.....	8,453.25	480.00	.....	.....	.....	131.20	18.56	60.00	.....	189.51
Washington .. .. .	9,563.88	.....	307.98	.....	.....	7,547.50	480.00	.....	13.50	189.83	138.35	60.00	74.30	.....	752.42





[illegible]

TABLE XVI.—Showing Values of School Property Owned by Boards.

COUNTIES	LOTS.			BUILDINGS.			FURNITURE.			APPARATUS.		
	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.
In State...	\$100,424	\$ 75,424	\$ 25,000	\$450,671	\$376,505	\$ 74,165	\$ 90,254	\$ 76,559	\$ 13,695	\$ 31,567	\$ 25,582	\$ 4,985
Alachua..	3,440	2,695	745	38,980	23,790	10,190	8,450	5,995	2,485	2,150	1,415	735
Baker..	170	165	5	1,510	1,495	15	390	385	5	470	460	10
Bradford..	970	870	100	8,590	8,110	480	1,000	925	75	783	713	70
Brevard..	2,990	2,790	200	12,700	12,050	650	2,832	2,757	125	2,695	2,415	220
Calhoun..	78	78	.....	1,238	1,238	.....	116	109	7	340	320	20
Citrus....	365	355	10	5,705	5,475	230	1,753	1,563	190	782	667	115
Clay...	900	825	75	9,295	7,250	2,045	1,569	1,403	166	.....	.....	.....
Columbia..	670	580	90	3,625	2,775	850	1,540	1,185	355	.....	635	235
Dade...	3,750	3,750	.....	7,000	7,000	.....	2,395	2,295	100	535	470	65
DeSoto, ..	1,170	1,170	.....	8,300	8,300	.....	2,029	2,014	15	170	170	.....
Grand Total.	\$672,916	\$100,424	\$ 25,000	\$450,671	\$376,505	\$ 74,165	\$ 90,254	\$ 76,559	\$ 13,695	\$ 31,567	\$ 25,582	\$ 4,985

Duval..	86,434	16,935	8,970	7,965	58,648	38,458	20,190	7,506	5,356	2,150	3,345	2,505	840
Escambia..	61,879	13,465	10,165	3,300	36,980	33,080	3,900	8,880	7,805	1,075	2,554	1,955	599
Franklin..	4,759	650	650	.....	3,875	3,575	300	224	224	.....	10	10	.....
Gadsden..	6,730	.....	.....	.....	5,270	3,615	1,655	1,460	724	736	.....	.....	.....
Hamilton..	4,100	355	325	30	3,160	2,760	400	320	280	40	265	230	35
Hernando..	8,263	760	715	4	6,540	6,280	260	938	903	35	25	25	.....
Hillsborough..	17,185	3,810	2,810	1,000	9,175	7,675	1,500	2,945	2,745	200	1,255	1,180	75
Holmes....	1,320	60	60	.....	.....	.....	.....	350	350	.....	910	910	.....
Jackson..	12,487	1,720	1,355	365	8,000	5,985	2,415	1,692	1,379	303	685	640	45
Jefferson..	7,065	789	210	579	5,355	3,315	2,040	864	680	184	57	47	10
Lafayette..	997	25	25	.....	550	550	.....	80	80	.....	342	342	.....
Lake..	9,285	750	675	75	6,850	6,550	300	1,285	1,235	50	400	400	.....
Lee ..	7,579	680	680	.....	6,025	6,025	.....	710	710	.....	164	160	4
Leon..	19,623	3,218	2,142	1,076	13,445	9,925	3,520	1,910	1,110	800	1,050	690	360
Levy..	7,339	419	299	120	5,530	4,355	1,175	1,195	935	200	195	170	25
Liberty..	1,976	100	100	.....	1,530	1,530	.....	206	196	10	140	110	30
Madison..	9,489	1,315	1,175	140	6,160	5,500	820	1,065	876	190	948	888	60
Manatee..	10,552	710	710	.....	8,675	8,675	.....	1,167	1,167	.....	.....	.....	.....
Marion..	41,391	6,065	4,915	2,050	28,125	27,525	600	7,201	7,005	195	.....	.....	.....
Monroe..	26,250	10,900	7,400	3,500	10,650	9,150	1,500	3,630	2,600	1,000	1,050	770	300
Nassau..	16,709	2,465	1,580	885	12,470	9,085	3,385	1,289	1,074	215	495	362	123
Orange..	27,855	3,695	3,435	260	19,690	16,010	3,680	3,975	3,555	420	495	405	90
Osceola..	3,575	300	300	.....	2,450	2,400	.....	510	510	.....	315	315	.....
Pasco..	10,240	965	965	.....	7,695	7,695	.....	1,580	1,380	.....	.....	.....	.....
Polk..	14,880	395	390	5	9,925	9,725	200	3,170	3,130	40	1,390	1,370	20
Putnam..	10,540	2,250	2,220	30	6,150	3,950	2,200	1,835	1,135	700	305	205	100
St. Johns..	29,553	5,200	3,255	1,845	19,015	14,115	4,900	3,655	2,985	600	1,683	1,480	203
Santa Rosa..	10,515	1,020	820	200	6,900	5,650	1,250	950	950	.....	1,645	1,420	225
Sumter..	7,675	.....	.....	.....	6,355	5,720	635	.....	.....	.....	1,320	1,140	180
Suwannee..	14,270	910	825	85	9,645	8,720	925	2,635	2,205	430	1,080	1,030	50
Taylor..	2,268	5	5	.....	1,770	1,730	40	433	493	.....	.....	.....	.....
Volusia..	25,295	5,285	5,080	205	16,990	16,065	955	3,020	2,640	380	.....	.....	.....
Wakulla..	3,277	45	45	.....	2,605	2,035	550	432	365	67	195	100	95
Walton..	553	65	60	.....	415	415	.....	72	72	.....	.....	.....	.....
Washington..	8,592	594	579	15	0,710	6,260	450	864	782	82	424	398	25

**TABLE XVII.—Showing Character of School Buildings Owned by County Boards.**

1896-97 COUNTIES	Grand Total.	Number and Kinds of Buildings.									Number of Rooms.		
		Brick.			Frame.			Log.			Total	White.	Negro.
		Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.			
In State . . . . .	1907	12	9	3	1653	1276	387	232	171	61	2450	1855	575
Alachua . . . . .	118	1	1		111	68	43	6	4	2	141	96	45
Baker . . . . .	32				16	16		16	15	1	35	34	1
Bradford . . . . .	55				52	42	10	3	3		75	64	11
Brevard . . . . .	34				34	32	2				39	37	2
Calhoun . . . . .	30				15	15		15	8	7	31	24	7
Citrus . . . . .	27				26	25	1	1	1		31	30	1
Clay . . . . .	44				40	38	2	4	3	1	51	45	6
Columbia . . . . .	68				68	46	22				76	52	24
Dade . . . . .	14				14	14					16	15	
DeSoto . . . . .	57				41	41		16	16		68	68	
Duval . . . . .	69	4	2	2	61	44	17	4	4		152	102	50
Escambia . . . . .	59				56	41	15	3	1	2	97	72	25
Franklin . . . . .	5				5	4	1				11	9	2
Gadsden . . . . .	70				63	35	27	7	1	6	100	42	33
Hamilton . . . . .	62	1	1		42	36	6	19	8	11	82	65	17
Hernando . . . . .	18				18	15	3				28	24	4
Hillsborough . . . . .	33				32	31	1	1	1		49	41	8
Holmes . . . . .													
Jackson . . . . .	88				67	41	26	21	14	7	101	62	39
Jefferson . . . . .	45				41	22	19	4	2	2	52	28	24
Lafayette . . . . .	2				1	1		1	1		2	2	
Lake . . . . .	24				24	22	2				28	26	2
Lee . . . . .	13				13	12	1				16	15	1
Leon . . . . .	71	1	1		65	31	34	5	1	4	83	40	43
Levy . . . . .	44				41	28	13	3	3		50	36	14
Liberty . . . . .	9				8	4	4	1	1		19	15	4
Madison . . . . .	88				66	42	24	22	14	8	91	59	32
Manatee . . . . .	23				23	23					30	30	
Marion . . . . .	106				104	74	30	2		2	141	99	42
Monroe . . . . .	11				11	9	2				31	22	9
Nassau . . . . .	45	1	1		43	35	8	1	1		57	44	13
Orange . . . . .	64	1	1		55	39	16	8	8		97	71	26
Osceola . . . . .	14				11	11		3	3		18	18	
Pasco . . . . .	33				30	30		3	3		33	33	
Polk . . . . .	84	1	1		75	69	6	8	8		99	92	7
Putnam . . . . .	22				22	18	4				36	26	10
St. Johns . . . . .	30	2	1	1	28	25	3				47	37	10
Santa Rosa . . . . .	15				15	13	2				23	18	5
Sumter . . . . .	42				42	34	8				57	46	11
Suwannee . . . . .	67				58	47	11	9	5	4	73	57	16
Taylor . . . . .	34				10	10		24	23	1	34	33	1
Volusia . . . . .	47				45	36	9	2	2		62	50	12
Wakulla . . . . .	32				27	18	9	5	4	1	32	22	10
Walton . . . . .	5				4	4		1	1		5	5	
Washington . . . . .	54				40	34	6	14	12	2	56	48	8

TABLE XVIII. Showing School Furnishings Owned by County Boards.

1896-97. COUNTIES.	*Whole No. of Desks.	Number Double Patent Desks.			Number Single Patent Desks.			Number Square Yards Good Blackboard Surface.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State. . . . .	18,127	13,707	11,096	2,611	4,420	3,713	707	37,245	29,957	7,288
Alachua. . . . .	1,664	1,441	1,024	407	223	114	109	861	861	....
Baker. . . . .	17	17	17	....	....	....	....	90	90	....
Bradford.. . . .	142	115	115	....	27	27	....	383	336	47
Brevard. . . . .	548	417	407	10	131	131	....	518	475	43
Calhoun. . . . .	....	....	....	....	....	....	....	62	56	6
Citrus. . . . .	446	446	393	53	....	....	....	301	277	24
Clay. . . . .	276	233	192	41	43	35	8	315	257	58
Columbia. . . . .	187	187	187	....	....	....	....	483	333	150
Dade. . . . .	481	78	78	....	403	403	....	179	170	9
DeSoto. . . . .	303	284	272	12	19	10	9	486	484	2
Duval. . . . .	2,895	2,308	1,456	852	587	553	34	2,316	1,555	761
Escambia. . . . .	1,790	1,650	1,378	272	140	140	....	1,299	1,067	232
Franklin . . . . .	64	54	54	....	10	10	....	154	94	60
Gadsden . . . . .	....	....	....	....	....	....	....	341	259	82
Hamilton. . . . .	....	....	....	....	....	....	....	232	232	....
Hernando. . . . .	183	136	136	....	47	47	....	498	278	220
Hillsborough. . . . .	213	161	161	....	52	52	....	659	614	45
Holmes. . . . .	60	60	60	....	....	....	....	....	....	....
Jackson. . . . .	224	218	158	60	6	6	....	538	387	151
Jefferson. . . . .	225	225	225	....	....	....	....	247	208	39
Lafayette. . . . .	24	24	24	....	....	....	....	360	360	....
Lake. . . . .	302	250	250	....	52	52	....	795	764	31
Lee. . . . .	282	38	38	....	244	244	....	177	174	3
Leon. . . . .	207	207	95	112	....	....	....	714	335	379
Levy. . . . .	80	80	80	....	....	....	....	3,842	2,604	1,238
Liberty. . . . .	75	....	....	....	75	75	....	34	31	3
Madison. . . . .	85	69	69	....	16	16	....	442	393	49
Manatee. . . . .	266	250	250	....	16	16	....	1,447	1,447	....
Marion. . . . .	1,757	1,679	1,303	376	78	77	1	1,181	923	258
Monroe.. . . .	667	667	473	194	....	....	....	3,400	2,490	910
Nassau. . . . .	120	120	120	....	....	....	....	302	176	126
Orange. . . . .	822	557	498	59	265	265	....	5,460	4,217	1,243
Osceola. . . . .	....	....	....	....	....	....	....	59	59	....
Pasco. . . . .	220	168	168	....	52	52	....	232	232	....
Polk. . . . .	497	477	477	....	20	20	....	792	745	47
Putnam. . . . .	602	30	30	....	572	278	294	828	616	212
St. Johns. . . . .	758	....	....	....	758	666	92	200	117	83
Santa Rosa. . . . .	15	....	....	....	15	....	15	158	153	....
Sumter... . . . .	599	543	422	121	56	56	....	5,443	4,837	606
Suwannee... . . . .	185	185	145	40	....	....	....	404	349	55
Taylor... . . . .	....	....	....	....	....	....	....	145	144	1
Volusia. . . . .	752	293	291	2	459	318	141	493	449	44
Wakulla. . . . .	50	....	....	....	50	50	....	161	100	61
Walton. . . . .	....	....	....	....	....	....	....	24	24	....
Washington. . . . .	44	40	40	....	4	....	4	190	180	10

\*Home made desks and school property not owned by County School Boards are not reported.

**TABLE XIX.**--Showing, (1) Amount returned to each county for every dollar of one mill tax paid by it; (2) Visits of County Superintendents; (3) Cost of County Superintendents compared with cost of teachers; (4) Cost of Public Schools per inhabitant, etc.

COUNTIES	1896-97. One Mill Tax Returned Each County for Every \$1 Paid.	County Supts.		Per Capita Cost of Public Schools Counting Both Races.			
		Visits Made.	Per cent. of Cost of County Supts. Teachers.	Per Inhabitant, Cen- sus of 1895.	Per Youth of School Age.	Per Pupil Enrolled.	Per Pupil in Daily Attendance.
Whole State.....	\$	2315	6.2	\$ 1.54	\$ 4.68	\$ 6.77	\$10.27
Alachua.....	1.19	95	5.2	1.28	3.97	6.26	8.67
Baker.....	1.30	2	12.1	1.18	3.18	4.53	6.86
Bradford.....	1.56	54	7.7	1.57	5.10	5.98	9.16
Brevard.....	.36	64	9.0	3.64	13.40	16.01	22.91
Calhoun.....	.96	46	10.6	1.36	4.12	5.26	9.46
Citrus.....	.39	36	8.3	2.50	11.27	13.00	18.82
Clay.....	.90	55	7.3	2.58	7.79	9.04	13.85
Columbia.....	1.56	77	5.6	1.10	3.14	4.23	6.54
Dade.....	.23	38	6.3	3.07	*15.96	*14.24	21.87
De Soto.....	.86	14	5.3	2.37	6.17	7.36	10.00
Duval.....	.55	63	3.7	1.85	6.15	10.39	15.30
Escambia.....	.77	135	5.8	1.70	5.00	10.05	15.01
Franklin.....	.60	7	7.6	.79	3.67	6.15	9.73
Gadsden.....	2.27	7	7.3	.72	1.96	2.86	4.38
Hamilton.....	1.35	26	7.5	.90	2.89	4.47	6.86
Hernando.....	.59	53	10.6	2.55	7.12	11.93	18.52
Hillsborough.....	.42	103	5.7	1.47	5.70	9.80	14.23
Holmes.....	2.12	61	5.1	.88	2.32	3.21	5.87
Jackson.....	2.06	101	6.7	.80	2.30	3.19	5.55
Jefferson.....	1.99	32	5.1	.88	2.02	3.49	5.05
LaFayette.....	.93	31	9.5	1.36	4.22	5.51	7.56
Lake.....	.65	53	8.8	2.14	7.85	9.39	14.08
Lee.....	.25	23	10.1	3.34	10.99	15.21	26.19
Leon.....	1.54	75	9.8	1.00	2.11	4.75	6.73
Levy.....	.96	56	7.0	1.47	4.38	6.22	9.48
Liberty.....	1.12	16	10.1	1.01	3.06	4.15	6.60
Madison.....	1.52	58	4.7	1.18	2.75	4.04	6.35
Manatee.....	.78	37	9.1	2.81	8.63	9.06	12.80
Marion.....	1.21	49	3.3	1.67	4.73	6.72	10.31
Monroe.....	.72	33	5.2	.79	2.94	6.46	9.74
Nassau.....	.85	.....	6.3	2.46	7.93	10.49	17.43
Orange.....	.58	45	5.3	2.06	8.28	9.15	13.75
Osceola.....	.51	38	7.8	2.96	9.26	11.45	15.88
Pasco.....	.63	52	8.0	2.70	8.89	11.81	15.94
Polk.....	.69	108	4.6	2.43	7.83	8.70	12.77
Putnam.....	.78	75	5.6	1.71	5.61	7.63	11.65
St. Johns.....	.53	37	6.1	2.41	8.59	11.09	17.56
Santa Rosa.....	1.77	87	12.6	1.18	3.01	4.12	5.86
Sumter.....	.77	90	8.4	2.13	6.42	7.65	11.40
Suwannee.....	1.61	39	4.3	1.28	3.44	4.27	7.38
Taylor.....	1.32	25	13.0	1.29	3.48	2.82	6.40
Volusia.....	.49	39	6.1	1.58	7.18	8.41	11.81
Wakula.....	1.70	35	7.3	1.05	3.16	3.65	5.77
Walton.....	1.22	73	5.7	1.17	3.15	4.03	6.41
Washington.....	1.48	66	6.5	1.22	3.35	3.87	6.40

\*Discrepancy due to great increase in population since last census.

\*TABLE XX.—Showing Financial Condition of Counties.

1896-97 COUNTIES	Total Receipts.	Total Expenditures.	Cash on Hand.	Indebtedness.	Net Cash. Real Indebtedness.
					+ -
In State	\$691,970.49	\$713,443.56	\$4,180.00	\$115.84	10
Alachua	31,561.25	36,019.41	1,457.80	5,915.99	- 4,458.16
Baker	4,183.75	4,354.30	.....	180.55	- 180.55
Bradford	14,770.86	14,923.22	.....	292.36	- 292.36
Brevard	13,438.60	16,585.00	47.37	3,532.36	- 3,484.99
Calhoun	8,994.98	4,464.00	2,530.98	25.00	+ 2,505.98
Citrus	12,157.53	10,659.09	1,488.44	919.04	+ 569.40
Clay	12,744.16	13,408.15	86.94	4,143.23	- 4,056.29
Columbia	13,377.82	14,178.75	1,516.23	2,637.18	- 1,120.93
Dade	13,085.13	10,213.62	2,957.50	75.99	+ 2,881.51
DeSoto	22,161.96	15,225.88	6,864.60	192.15	+ 6,672.45
Duval	60,389.01	64,482.06	10.83	4,103.38	- 4,092.55
Escambia	29,749.32	38,212.26	1,476.96	19,240.37	- 17,763.41
Franklin	5,320.95	3,553.05	.....	638.18	+ 610.54
Gadsden	9,293.87	9,901.49	27.84	2,305.45	- 2,305.43
Hamilton	6,732.34	9,037.81	.....	493.95	- 493.95
Hernando	8,500.81	7,482.32	.....	2,450.20	- 1,973.21
Hillsborough	43,896.81	46,253.01	382.89	2,804.32	- 2,804.32
Holmes	4,009.48	5,514.76	.....	4,273.03	- 4,273.03
Jackson	14,003.18	17,636.44	.....	5,008.88	- 5,008.88
Jefferson	13,205.66	13,205.66	71.64	.....	.....
Lafayette	5,941.48	5,154.15	492.62	.....	+ 492.62
Lake	22,935.34	17,905.56	5,639.28	628.25	+ 5,011.03
Lee	7,721.85	7,437.27	602.39	800.00	+ 197.61
Leon	21,863.27	19,518.92	4,009.11	.....	+ 4,009.11
Levy	10,800.48	11,044.55	1,284.98	1,500.00	- 215.12
Liberty	1,939.80	2,104.03	187.01	357.64	- 170.63
Madison	13,502.48	15,261.50	180.98	2,820.02	- 2,639.04
Manatee	8,859.74	10,777.53	.06	3,763.57	- 3,763.51
Marion	27,348.15	36,550.48	954.43	13,715.05	- 12,760.62
Monroe	12,494.20	13,565.08	38.31	1,377.00	- 1,338.69
Nassau	13,783.05	21,789.64	60.29	8,006.59	- 7,946.30
Orange	23,733.21	25,665.56	32.54	3,706.52	- 3,673.99
Osceola	11,087.91	10,033.80	2,211.43	1,163.20	+ 1,048.23
Pasco	8,484.89	12,675.08	43.53	4,246.19	- 4,202.66
Polk	29,665.05	26,687.75	2,977.30	150.00	+ 2,827.30
Putnam	20,866.71	19,510.40	1,370.46	325.54	+ 1,030.77
St. Johns	16,801.40	18,598.65	7.94	5,688.39	- 5,680.45
Santa Rosa	9,774.34	10,557.72	.84	1,487.86	- 1,487.02
Sumter	10,650.94	11,311.95	659.81	2,167.19	- 1,407.27
Suwannee	15,063.49	16,035.96	.....	2,656.27	- 2,656.27
Taylor	4,472.90	3,946.48	526.42	.....	+ 526.42
Volusia	28,512.47	18,121.51	10,384.94	698.21	+ 9,776.73
Wakulla	5,592.08	3,887.60	1,704.48	.....	+ 1,704.48
Walton	10,005.95	9,332.52	896.19	223.27	+ 672.92
Washington	9,381.89	9,563.88	.....	181.69	- 181.69

\*This Table is of little value further than to show that two-thirds of the County Boards have gotten in debt. On account of the many conflicting statements and failures to answer questions, it was utterly impossible to make an intelligent balance sheet.

†Report was so defective that nothing could be told about the financial condition of the County.



**TABLE I.—(1) Number of Schools; (2) Total Population; (3) School Population by Races.**

1897-98. COUNTIES	No. of Schools.			Total Population, Census of 1895.			School Population (6 to 21 years of age) (Census of 1896.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State...	2,538	1,899	639	*464,639	271,561	193,039	152,598	86,196	66,402
Alachua . . . . .	116	72	44	28,207	13,639	14,568	9,083	3,945	5,138
Baker . . . . .	41	36	5	3,712	2,983	726	1,344	1,148	226
Bradford . . . . .	56	47	9	9,499	7,142	2,357	2,926	2,285	641
Brevard.. . . .	53	44	9	4,538	3,731	827	1,238	1,000	238
Calhoun.. . . .	27	20	7	3,274	2,436	838	1,083	842	241
Citrus . . . . .	35	29	6	4,261	2,618	1,643	947	732	215
Clay.. . . .	55	47	8	5,200	3,723	1,477	1,732	1,352	370
Columbia. . . . .	79	51	28	12,935	6,294	6,641	4,515	2,277	2,238
Dade.. . . .	22	19	3	3,322	2,148	1,174	640	549	91
DeSoto . . . . .	63	61	2	6,418	6,018	400	2,466	2,405	61
Duval . . . . .	87	53	34	34,766	14,871	19,895	10,482	4,228	6,254
Escambia. . . . .	65	46	19	22,503	12,818	9,655	7,036	4,184	2,852
Franklin . . . . .	6	4	2	4,475	2,344	2,131	967	544	423
Gadsden.. . . .	71	39	32	13,693	4,827	8,866	5,048	1,738	3,310
Hamilton . . . . .	61	43	18	9,991	5,353	4,638	3,123	2,005	1,118
Hernando.. . . .	20	15	5	2,940	1,826	1,114	1,051	620	431
Hillsborough . . . . .	96	81	15	31,362	24,046	7,316	8,108	6,547	1,561
Holmes.. . . .	43	40	3	6,232	5,774	458	2,377	2,295	82
Jackson . . . . .	99	62	37	21,920	9,646	12,284	7,623	3,391	4,272
Jefferson . . . . .	53	23	30	15,007	3,276	11,731	6,549	1,271	5,278
Lafayette. . . . .	47	46	1	3,783	3,445	338	1,224	1,200	24
Lake.. . . .	67	51	16	8,349	6,180	2,169	2,281	1,696	585
Lee . . . . .	17	16	1	*2,225	2,084	102	677	654	23
Leon.. . . .	75	36	39	19,597	3,347	16,250	9,251	912	8,339
Levy.. . . .	53	41	12	7,534	5,164	2,370	2,519	1,638	881
Liberty . . . . .	16	11	5	2,079	1,151	928	687	394	293
Madison.. . . .	89	58	31	13,660	5,923	7,737	5,917	2,195	3,722
Manatee.. . . .	39	37	2	3,830	3,548	282	1,219	1,183	66
Marion . . . . .	120	74	46	21,875	10,284	11,591	7,727	3,162	4,565
Monroe . . . . .	11	9	2	17,167	11,935	5,232	4,613	3,277	1,336
Nassau . . . . .	56	40	16	8,843	4,285	4,558	2,749	1,413	1,336
Orange . . . . .	69	53	16	12,459	8,624	3,835	3,093	2,061	1,037
Osceola . . . . .	30	26	4	3,394	2,723	671	1,083	930	153
Pasco.. . . .	44	39	5	4,697	4,174	523	1,426	1,320	98
Polk.. . . .	85	79	6	10,983	9,207	1,776	3,409	3,019	390
Putnam . . . . .	70	46	24	11,381	6,550	4,831	3,477	1,826	1,651
St. Johns. . . . .	37	29	8	7,708	5,125	2,533	2,166	1,477	689
Santa Rosa . . . . .	69	61	8	8,914	6,572	2,342	3,512	2,631	881
Sumter . . . . .	44	34	10	5,308	3,743	1,565	1,761	1,265	496
Suwannee . . . . .	86	60	26	12,544	6,833	5,706	4,660	2,425	2,235
Taylor.. . . .	36	35	1	3,062	2,842	220	1,135	1,074	61
Volusia . . . . .	58	43	15	11,480	7,240	4,240	2,526	1,641	885
Wakulla . . . . .	33	23	10	3,700	1,977	1,723	1,231	653	573
Walton . . . . .	72	63	9	7,962	6,826	1,136	2,965	2,506	459
Washington . . . . .	67	57	10	7,820	6,228	1,592	2,857	2,213	534

\*39 Indians included in totals.

**TABLE II.—(1) Enrollment in the Public Schools by Race; (2) The Percentage of School Population Enrolled; (3) Enrollment by Sex and Race.**

1927-28. COUNTIES	Enrollment by Race.			Per cent. of School Population (% to 100) Enrolled.			Enrollment by Sex and Race			
	Total.	White.	Negro.	Both Races.	White.	Negro.	Males.		Females.	
							White.	Negro.	White.	Negro.
In State ..	108,485	67,657	40,798	71	78	61	35,116	19,632	32,541	21,166
Alachua ..	5,815	2,856	2,989	61	52	58	1,445	1,361	1,411	1,623
Baker ..	1,226	1,018	208	89	89	92	56	87	42	121
Bradford ..	2,618	2,177	471	90	95	73	1,141	232	1,033	239
Brevard ..	1,117	882	235	91	88	99	424	125	458	110
Calhoun ..	721	557	170	67	66	71	290	90	287	80
Centrus ..	752	634	118	79	87	55	332	57	302	61
Clay ..	1,731	1,252	262	89	93	76	618	145	634	137
Columbia ..	3,558	1,812	1,672	79	53	75	983	810	900	863
Dade ..	738	615	223	115	94	124	280	115	235	108
DeSoto ..	2,129	2,039	60	86	86	98	1,136	31	933	29
Duval ..	6,610	3,268	3,342	63	77	53	1,620	1,606	1,648	1,736
Escambia ..	4,418	2,942	1,516	64	70	61	1,441	711	1,498	835
Franklin ..	582	358	225	60	66	53	179	99	179	126
Gadsden ..	3,834	1,392	2,242	72	80	68	717	1,123	675	1,119
Hamilton ..	2,679	1,406	674	67	70	60	760	337	646	337
Hernando ..	711	487	224	68	79	52	253	108	234	116
Hillsborough ..	5,034	4,147	857	62	68	55	2,129	416	2,018	447
Holmes ..	1,795	1,735	60	76	76	73	917	34	818	26
Jackson ..	5,587	3,013	2,544	73	90	60	1,582	1,211	1,471	1,293
Jefferson ..	3,840	972	2,868	59	76	54	496	1,436	476	1,432
Lafayette ..	1,023	1,090	23	81	83	91	56	10	43	13
Lake ..	1,919	1,416	563	87	83	96	728	272	618	291
Lee ..	472	462	20	70	69	87	223	11	229	9
Leon ..	3,996	722	3,274	43	79	39	376	1,511	316	1,713
Levy ..	1,772	1,227	545	70	75	62	676	277	551	268
Liberty ..	484	362	182	70	77	62	149	85	153	97
Madison ..	4,262	1,971	2,291	72	90	61	1,010	1,071	921	1,215
Manatee ..	1,260	1,206	54	101	102	82	619	26	557	28
Marion ..	5,910	2,397	3,513	76	76	77	1,270	1,660	1,127	1,853
Monroe ..	2,141	1,478	663	46	45	50	728	346	740	377
Nassau ..	1,389	1,028	361	72	73	72	549	462	482	499
Orange ..	2,811	1,807	1,004	91	88	97	920	463	887	541
Osceola ..	881	783	98	81	84	64	397	60	389	38
Pasco ..	1,197	1,192	106	94	82	107	561	57	531	49
Polk ..	2,999	2,628	371	88	87	96	1,364	167	1,264	204
Putnam ..	2,502	1,307	1,195	72	72	72	680	594	627	601
St. Johns ..	1,612	1,060	572	76	73	83	567	274	512	298
Santa Rosa ..	2,454	1,940	514	70	74	58	981	251	919	263
Sumter ..	1,497	1,071	426	85	85	86	534	198	537	228
Suwannee ..	3,631	2,144	1,387	76	88	62	1,155	661	989	726
Taylor ..	985	878	107	82	82	83	488	30	360	27
Volusia ..	2,183	1,469	714	86	90	81	748	313	721	361
Wakulla ..	1,071	866	205	87	100	73	358	211	297	206
Walton ..	2,408	2,069	339	81	83	69	1,100	116	983	263
Washington ..	2,443	1,923	520	86	85	89	1,042	253	881	267

\*Large percentage due to increase in population since the last census.

TABLE III.—Showing, (1) Average Daily Attendance by Race and Sex; (2) Per Cent. Average Daily Attendance is of the Enrollment.

1897-98. COUNTIES	Average Number Attending School Each Day.										Percentage of attendance, or No. in attendance for each 100 enrolled.
	Both Races					Males.		Females.			
	White.		Negro	White.		Negro	White.		Negro.		
	White.	Negro	White.	Negro	White.	Negro	White.	Negro.			
In State.	74,004	46,329	27,675	23,443	13,266	22,856	14,409	88,651	88		
Alachua.	4,174	2,049	2,125	1,021	964	1,028	1,155	71	72.71		
Baker.	821	877	144	357	60	320	81	61	67.69		
Bradford.	1,769	1,463	306	756	152	707	154	61	67.65		
Brevard.	771	615	156	288	80	32	76	69	70.66		
Calhoun.	471	342	123	174	69	168	60	65	61.74		
Citrus.	572	480	92	253	46	227	46	76	76.76		
Clay.	1,075	869	206	436	107	443	99	70	69.73		
Columbia.	2,334	1,286	1,043	657	436	629	552	69	68.63		
Dade.	473	331	142	177	73	154	69	61	64.64		
DeSoto.	1,528	1,482	49	778	26	704	20	72	72.77		
Duval.	4,841	2,448	2,193	1,171	1,081	1,277	1,182	79	75.66		
Escambia.	3,107	2,051	1,056	978	500	1,075	556	69	70.63		
Franklin.	387	247	140	116	62	131	78	66	69.62		
Gadsden.	2,420	907	1,513	458	774	449	739	67	67.67		
Hamilton.	1,307	890	417	470	209	420	208	63	63.63		
Hernando.	485	339	146	167	70	172	76	68	70.65		
Hillsborough.	3,548	2,904	644	1,465	304	1,449	34	71	70.76		
Holmes.	897	862	35	449	18	413	17	50	50.63		
Jackson.	3,627	2,036	1,591	1,061	782	985	809	60	67.63		
Jefferson.	2,738	646	2,093	305	1,937	340	1,056	71	66.73		
Lafayette.	674	657	17	377	8	280	9	66	65.74		
Lake.	1,364	982	382	476	184	606	198	69	69.68		
Lee.	321	307	14	144	8	163	6	68	68.70		
Leon.	2,969	535	2,458	263	1,150	272	1,228	75	74.75		
Levy.	1,191	844	347	451	176	393	171	67	69.64		
Liberty.	316	203	113	105	53	98	63	65	67.62		
Madison.	2,773	1,259	1,514	648	712	611	802	66	64.66		
Manatee.	924	883	41	440	18	443	23	68	73.76		
Marion.	3,948	1,713	2,235	874	1,038	839	1,197	57	71.64		
Monroe.	1,447	998	449	497	233	501	215	68	68.68		
Nassau.	1,316	683	633	352	300	331	333	68	66.66		
Orange.	1,992	1,316	676	658	309	660	267	71	73.67		
Osceola.	612	528	84	287	50	261	84	59	57.66		
Pasco.	932	846	86	426	48	420	38	78	77.62		
Polk.	2,260	1,870	290	997	129	973	161	75	75.73		
Putnam.	1,755	944	811	467	401	477	410	70	72.63		
St. Johns.	1,065	692	373	390	199	332	174	64	64.65		
Santa Rosa.	1,768	1,332	376	692	181	700	195	72	72.73		
Sumter.	977	720	257	364	120	356	187	65	67.60		
Suwannee.	2,218	1,306	912	684	421	632	491	63	61.66		
Taylor.	644	514	30	226	16	329	14	58	58.63		
Volusia.	1,963	1,133	530	563	262	670	268	76	77.74		
Wakulla.	679	423	256	232	130	191	126	63	65.62		
Walton.	1,505	1,302	203	661	99	641	104	63	62.64		
Washington.	1,622	1,256	386	657	179	599	127	66	65.70		

TABLE IV.—Showing, (1) Aggregate Number of Days' Schooling Given; (2) Average Length of School Term; (3) The Average Number of Days' Schooling Given for Every Child 6 to 21 Years of Age.

1897-98. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days' Schooling Were Taught.			Average Days' Schooling Given for Every Child 6 to 21		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State.....	7,664,402	4,926,882	2,737,520	104,108	93	50	57	41	
Alachua.....	472,885	237,765	234,820	113,116	111	52	60	44	
Baker.....	60,832	49,377	11,455	74,73	80	44	43	51	
Bradford.....	138,725	114,445	24,280	78,78	79	47	50	38	
Brevard.....	88,364	71,334	17,030	115,116	109	71	71	72	
Calhoun.....	44,676	31,916	12,760	95,93	99	41	33	53	
Citrus.....	54,260	46,900	7,360	95,98	80	57	64	34	
Clay.....	84,248	67,948	16,300	78,78	79	49	60	44	
Columbia.....	195,385	110,120	85,275	84,86	81	43	48	38	
Dade.....	65,804	46,076	19,828	139,139	140	103	84	218	
DeSoto.....	153,970	149,370	4,600	101,101	100	62	62	76	
Duval.....	613,575	343,995	269,580	132,141	123	59	81	43	
Escambia.....	391,871	266,602	125,179	126,130	119	56	64	44	
Franklin.....	61,856	39,456	22,400	160,160	160	64	73	52	
Gadsden.....	208,670	85,160	123,510	86,94	82	41	49	37	
Hamilton.....	97,040	68,535	28,505	74,7	68	31	34	26	
Hernando.....	53,640	41,960	11,680	111,124	80	51	68	27	
Hillsborough.....	457,108	383,068	74,100	129,132	115	55	58	47	
Holmes.....	58,653	56,163	2,490	65,65	71	25	24	30	
Jackson.....	321,880	192,800	129,080	89,96	81	42	57	30	
Jefferson.....	245,120	77,680	167,440	90,120	80	37	61	32	
Lafayette.....	56,790	55,430	1,360	84,84	80	46	46	57	
Lake.....	165,723	122,624	43,099	121,125	113	73	72	74	
Lee.....	25,630	24,590	1,120	86,80	80	38	38	49	
Leon.....	328,620	62,350	266,260	110,117	108	36	68	32	
Levy.....	120,825	86,349	34,476	101,102	99	48	58	39	
Liberty.....	26,380	17,340	9,040	83,85	80	38	44	31	
Madison.....	180,107	91,687	88,420	65,73	58	30	42	24	
Manatee.....	96,557	93,647	2,910	104,106	71	77	79	44	
Marion.....	390,804	170,629	220,175	99,100	89	51	54	48	
Monroe.....	227,680	156,240	71,840	157,156	160	49	47	54	
Nassau.....	132,671	69,612	63,059	101,102	100	48	49	47	
Orange.....	283,761	186,399	97,362	142,142	144	92	90	94	
Osceola.....	71,120	63,902	8,118	116,119	97	66	68	53	
Pasco.....	63,738	77,408	6,330	90,91	74	59	58	65	
Polk.....	239,590	207,603	31,980	106,106	110	70	69	82	
Putnam.....	200,730	112,740	87,990	114,119	108	58	62	53	
St. Johns.....	158,090	100,075	58,015	143,145	156	73	68	84	
Santa Rosa.....	154,682	125,027	29,655	87,90	79	44	48	34	
Sumter.....	97,470	71,770	25,700	100,100	100	56	52	52	
Suwannee.....	187,021	116,201	70,820	84,89	78	40	48	32	
Taylor.....	41,759	39,419	2,340	77,77	78	37	37	38	
Volusia.....	200,446	140,803	59,643	121,124	113	79	66	86	
Wakulla.....	62,467	40,367	22,100	92,93	88	51	61	37	
Walton.....	118,412	102,172	16,240	79,78	80	40	41	39	
Washington.....	145,596	113,918	31,680	90,91	87	51	50	50	

**TABLE V.—Showing Educational Status of Youth.**

No in Chart	First Reader			Second Reader			Third Reader			Fourth Reader			Fifth Reader			Higher Branches			
	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro	
13,237	5,165	8,072	20,701	10,068	0,011	14,531	10,536	6,033	18,419	11,575	4,844	18,669	13,356	5,213	10,139	3,114	6,226	5,753	291
796	181	615	4,264	404	564	1,112	455	701	1,035	539	497	957	295	44	352	44	292	28	5
165	113	52	231	183	48	210	210	34	203	176	277	218	28	1	134	1	2	2	1
449	331	118	442	342	101	427	209	112	508	431	77	451	397	54	284	2	92	92	1
76	56	21	154	125	29	304	141	6	220	155	65	231	154	47	166	18	56	62	4
39	34	4	193	103	90	123	84	39	136	114	22	126	115	11	63	160	48	4	1
31	15	16	112	86	26	110	83	27	196	139	57	163	155	12	113	43	43	43	1
772	113	659	2,571	154	49	2,571	203	581	257	219	48	309	238	56	232	210	101	101	1
173	209	438	554	257	237	685	301	284	673	318	253	560	317	243	403	10	10	10	1
43	22	21	124	86	38	118	79	39	152	108	44	170	119	51	105	2	38	38	3
142	132	10	228	219	8	306	232	14	389	388	11	563	560	12	398	4	18	168	1
705	32	673	1,490	590	905	1,047	494	563	1,045	521	515	941	538	423	648	183	620	581	49
304	164	140	924	500	424	983	450	413	843	538	310	832	648	178	335	298	301	248	76
363	16	47	51	55	101	41	99	62	37	62	37	143	114	29	87	16	33	34	1
831	192	449	789	200	589	508	300	368	512	231	341	621	421	336	359	216	73	73	1
126	126	149	558	322	236	385	252	143	300	211	89	300	259	46	107	95	48	58	1
193	53	89	140	74	66	119	77	42	184	79	55	119	121	7	73	69	4	23	1
419	216	407	1,040	528	512	898	571	1,038	869	703	196	924	827	97	616	50	20	206	1
230	205	115	571	344	227	595	341	0	272	268	4	269	268	8	151	13	13	13	1
356	118	238	1,350	545	805	1,038	647	454	968	554	419	769	493	275	843	225	118	458	286
1006	406	600	1,850	1,138	743	1,635	139	516	1,635	1,170	623	1,635	1,170	623	1,170	180	107	59	6

113	108	5	153	165	8	305	198	6	188	154	4	222	223	71	71	31	31
141	60	75	308	184	124	299	199	119	340	285	104	424	311	303	36	161	161
Lee	98	98	91	7	51	57	4	83	82	29	1	110	107	3	62	26	28
622	67	555	1,005	1,002	808	106	702	678	119	553	521	123	398	237	148	75	65
Levy	231	169	124	340	221	119	320	231	380	207	173	34	123	123	121	9	9
82	42	69	35	34	72	39	83	77	43	23	34	81	50	75	63	30	30
Liberty	125	555	951	325	636	763	333	370	705	323	352	556	244	453	323	130	148
Madison	63	153	153	124	20	199	19	9	232	280	4	238	247	111	187	16	141
Manatee	1,202	178	1,094	985	374	651	981	548	832	330	512	1,022	503	519	549	156	175
Marion	369	226	163	444	319	229	25	90	215	137	73	276	156	121	405	54	8
Monroe	286	85	201	287	134	376	177	189	305	149	156	431	253	178	203	150	53
Nassau	184	40	144	405	232	173	239	229	452	272	180	514	370	444	465	352	313
Orange	90	65	25	116	93	23	148	153	189	175	14	169	157	12	76	9	9
Osceola	43	33	10	202	155	46	205	182	23	192	175	17	207	213	9	211	211
Pasco	208	147	61	383	307	75	449	373	76	495	433	57	609	558	51	5394	493
Polk	167	49	118	493	507	28	438	1-4	254	405	153	222	445	264	181	398	268
Puolam	162	61	191	322	90	126	2	159	133	123	257	251	22	20	123	92	92
St. Johns	193	150	83	561	433	13	4	5	313	112	354	305	457	300	279	4	114
Santa Rosa	143	64	79	241	161	8	296	186	110	281	301	30	378	221	158	181	162
Suwannee	691	254	437	563	302	26	552	329	223	391	325	265	556	477	159	310	2
Taylor	169	145	26	113	98	15	136	130	6	187	181	6	195	181	4	81	44
Volusia	100	31	69	336	214	124	400	223	174	375	228	328	149	372	321	51	11
Wakulla	173	93	80	202	95	106	173	101	66	175	157	107	68	113	79	34	63
Walt	117	73	44	423	330	95	401	350	71	435	337	52	467	463	18	26	26
Washington	225	116	110	444	307	137	397	301	98	404	315	37	500	416	28	3	153

TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held. \*

COUNTIES	1897-98.	White.												Negro.																										
		*Whole No. of Teachers Employed.																																						
		White.						Negro.						First Grade.						Second Grade.						Third Grade.														
		Both Races.			Male.			Female.			Total.			Male.			Female.			Total.			Male.			Female.			Total.			Male.			Female.			Total.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.						
in State	2,792	2,108	793	1,312	684	325	3	9	471	246	225	1	1	0	370	770	497	180	317	41	33	8	320	160	16	323	132	191												
Alachua	153	103	3	68	50	2	27	15	10	10	5	51	16	35	37	9	28	2	2	22	11	11	26	10	16															
Baker	38	35	26	9	3	3	...	6	4	4	2	17	13	4	12	3	3	...	...	2	2	...	1	1	...															
Bradford	56	50	25	25	6	6	...	17	6	6	11	21	4	20	8	1	4	...	...	5	3	2	2	1	...															
Brevard	51	44	8	36	7	4	3	12	3	9	9	24	4	20	8	1	7	...	...	5	3	2	2	1	...															
Calhoun	25	20	9	11	5	5	...	5	1	4	4	13	6	7	2	2	...	...	...	...	...	...	...	...	...															
Citrus	35	30	8	22	5	3	2	12	4	8	8	16	4	12	2	...	2	...	...	3	1	2	2	2	...															
Clay	45	38	15	23	7	4	3	5	2	3	3	19	6	13	14	7	7	...	...	4	3	1	3	1	...															
Columbia	72	50	23	27	22	11	11	22	10	12	12	20	12	8	8	1	7	...	...	10	5	5	11	5	6															
Dade	28	23	6	17	5	3	2	19	3	7	7	12	3	9	1	...	1	...	...	3	...	...	2	...	...															
DeSoto	69	6	42	26	1	1	...	1	11	11	2	36	20	16	19	11	5	...	...	...	...	...	1	1	...															
Duval	172	97	17	80	75	23	52	15	7	8	8	68	8	60	14	2	12	3	2	38	13	25	34	8	25															
Escambia	9	6	10	5	2	8	14	11	3	3	8	44	5	39	13	2	11	2	...	11	4	7	9	4	5															
Franklin	14	11	3	8	3	1	2	4	2	2	2	6	1	5	1	...	1	...	...	3	1	2	...	...	...															
Gadsden	6	42	1	27	25	13	10	9	5	4	4	20	9	11	13	1	12	...	...	3	2	1	20	11	9															
Hamilton	54	42	21	2	12	8	4	13	8	5	5	26	11	15	3	2	1	1	...	...	11	7	4	...	...	...														
Hernando	27	22	5	17	5	4	1	11	3	8	8	8	2	6	3	...	3	...	...	4	3	1	1	1	...															
Hillsborough	13	113	37	76	20	8	12	22	5	17	17	75	27	48	16	5	11	3	...	...	11	3	8	6	2	4														
Holmes	32	29	19	10	3	3	...	7	6	1	1	12	5	7	10	8	2	...	...	3	3	...	...	...	...															
Jackson	88	58	23	35	30	22	8	8	5	3	3	29	11	18	21	7	14	...	...	10	8	2	20	14	6															
Jefferson	63	30	10	20	33	18	15	7	5	2	2	17	4	13	6	1	5	...	...	10	6	4	23	12	11															





TABLE VII - Showing Result of State Uniform Examinations.

1897-98. COUNTIES.	No. of Examinees.	No. Failing to Pass.	No. and Grades of Certificates Issued.											
			To Whites.						To Negroes.					
			1st Grade.		2nd Grade.		3rd Grade.		1st Grade.		2nd Grade.		3rd Grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State.. . . .	(2023)	783	332	391	82	81	154	249	146	255	5	1	36	85
Alachua.. . . .	147	67	23	41	1	4	4	9	12	20	2	1	16	1
Baker.. . . .	33	19	16	3	1	2	2	2	5	5	1	1	1	1
Bradford.. . . .	73	36	28	8	1	3	8	10	8	1	1	1	2	2
Brevard.. . . .	22	3	1	2	1	3	9	4	1	1	1	1	1	1
Calhoun.. . . .	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Citrus.. . . .	21	7	5	2	2	3	4	1	1	1	1	1	1	1
Clay.. . . .	23	9	6	3	2	3	5	1	1	1	1	1	1	1
Columbia.. . . .	64	9	7	2	5	4	9	13	1	1	1	1	1	1
Dade.. . . .	14	7	6	1	1	1	1	1	1	1	1	1	1	1
DeSoto.. . . .	41	7	4	3	2	1	12	7	1	1	1	1	1	1
Duval.. . . .	14	40	6	34	5	7	4	31	2	15	1	1	1	1
Escambia.. . . .	46	23	14	9	4	2	1	3	2	7	1	1	1	1
Franklin.. . . .	6	2	1	1	1	1	1	1	1	1	1	1	1	1
Gadsden.. . . .	51	17	3	14	1	3	4	6	1	1	1	1	1	1
Hamilton.. . . .	68	21	18	3	9	3	9	6	7	11	1	1	1	1
Hernando.. . . .	12	4	1	3	1	1	1	4	1	1	1	1	1	1
Hillsborough.. . . .	88	5	3	2	6	15	5	13	6	13	1	1	1	1
Holmes.. . . .	12	5	5	1	1	1	1	1	1	1	1	1	1	1
Jackson.. . . .	63	26	10	16	2	7	5	1	1	1	1	1	1	1
Jefferson.. . . .	81	56	15	41	6	2	1	1	1	1	1	1	1	1
Lafayette.. . . .	17	3	3	0	1	1	4	6	2	3	1	1	1	1
Lake.. . . .	53	15	12	3	2	1	10	10	2	6	1	1	1	1
Lee.. . . .	6	1	1	1	1	1	1	1	1	1	1	1	1	1
Leon.. . . .	34	6	2	4	1	1	1	1	1	1	1	1	1	1
Levy.. . . .	36	15	11	4	1	1	3	4	3	5	1	1	1	1
Liberty.. . . .	8	4	2	2	1	1	1	1	1	1	1	1	1	1
Madison.. . . .	50	28	15	13	2	3	5	2	2	3	1	1	1	1
Manatee.. . . .	20	3	2	1	1	1	4	3	1	1	1	1	1	1
Marion.. . . .	139	62	11	41	5	1	7	8	7	22	1	1	1	1
Monroe.. . . .	11	3	3	1	1	1	1	1	1	1	1	1	1	1
Nassau.. . . .	67	34	8	26	2	3	3	9	2	7	1	1	1	1
Orange.. . . .	71	40	19	21	1	5	5	7	1	7	1	1	1	1
Osceola.. . . .	14	8	4	4	1	1	1	1	1	1	1	1	1	1
Pasco.. . . .	40	14	14	2	2	3	5	3	11	1	1	1	1	1
Polk.. . . .	62	19	13	6	6	2	3	17	3	10	1	1	1	1
Putnam.. . . .	71	44	22	22	2	1	2	6	4	6	1	1	1	1
St. Johns.. . . .	30	14	6	9	1	1	1	7	1	5	1	1	1	1
Santa Rosa.. . . .	35	17	9	8	1	3	2	1	4	7	1	1	1	1
Sumter.. . . .	32	13	10	3	1	1	2	3	2	9	1	1	1	1
Suwannee.. . . .	42	22	7	15	3	3	3	3	2	2	1	1	1	1
Taylor.. . . .	29	9	9	1	1	1	10	2	3	2	1	1	1	1
Volusia.. . . .	50	23	12	11	1	1	4	11	4	6	1	1	1	1
Wakulla.. . . .	17	3	1	2	1	1	4	1	3	2	1	1	1	1
Walton.. . . .	55	26	26	1	1	1	4	10	9	1	1	1	1	1
Washington.. . . .	28	2	2	1	1	2	7	6	7	3	1	1	1	1

**TABLE VIII.--Showing Facts Relative to Teachers Employed.**

1897-98. COUNTIES.	Graduates of Normal Schools.				Attendants at Teachers' Summer Schools.				Attendants at State Teachers' Associations.	Subscribers to Educational Journals.				Non-Resident Teachers.			
	White.		Negro.		White.		Negro.			White.		Negro.		White.		Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
In State.	108	150	31	28	211	501	90	171	308	185	1255	41	252	94	78	12	12
Alachua.	12	3	1		7	8	18	27	21	2	61	25			2		
Baker.	2	2									25	1	25				
Bradford.	6	1	1			1			17		19	5	10		2		
Brevard.	1	10	2	1					7	3	33	3	11	8	1		
Calhoun.		1			1				1		10	2	10	1	4		
Citrus.	2	6			4	11	2		9	1	25	4		1	3		
Clay.													1				
Columbia.	11	3				2	8		11	8	21	15	4	5	1		
Dade.	2	3			1	1			2	2	18	5	5	1	1		
DeSoto.					27	11			9	1	56	1					
Duval.	1	4		1	5	63	11	49	10	64	64	53	9	6	2	1	
Escambia.		7		3		53	6	8	2	21	37	11		4			
Franklin.	2												1				
Gadsden.	2	2					8	10	3		13	13		2			
Hamilton.													29				
Hernando.			1		5	13	2		8	1	15	5	4		4		
Hillsborough.	3	9	2		27	60	5	9	15		98	18	5	5	4	1	
Holmes.													3				
Jackson.	6	3			3	1			1		24	16	4	4			
Jefferson.	2	1			2	13	10	10	4	8	19	18	5	2	1		
Lafayette.	2	2			11	8			3		20		5	1			
Lake.		1	2		4	4	1	3	28	2	59	16	2	1	3		
Lee.	1	1			1	1					13		7	2	1		
Leon.			2	3			2	4		5	15	5	5	8	1	2	
Levy.	3	5				1	2	1	11	3	35	8	11	4	3		
Liberty.	2		1								8	1	3		1		
Madison.					5	3	8	5	8	13	26	25	7	1	7		
Manatee.					4	7					36	1	8	2			
Marion.	9	13	4	8	6	14			12	5	52	27	3	2	3	2	
Monroe.											20	1	2	1			
Nassau.	3	5	2	1	4	12	5	12	1		23	13	11	8	4	1	
Orange.	2	7	1	4	8	39	1	6	20	8	59	13					
Osceola.					8	8			13		23	2	8	1	1		
Pasco.					7	15	1				24	3					
Polk.	5	5			32	71			17	2	81	6	3	6			
Putnam.	3	3	1	1	11	12	3	3	10	10	40	23	4	3	3	1	
St. Johns.	1	2			3	29	4	16	1	10	31	12	7	1	6	1	
Santa Rosa.	7	4	1	1	11	18			3	1	71	8	13	4	3		
Sumter.	2	1			1	5			5		29	9	4		3		
Suwannee.	8	3	4	3	2	2			8	9	30	21		1			
Taylor.											4	1	2		2		
Volusia.	3	4	4	1	2	10	2	1	41	7	42	15	10	2	2		
Wakulla.	1			1	9	8					7	4	1				
Walton.	6	4									20	4	3	4	4	1	
Washington.	3		2						2				7	1	3		

**TABLE I.—(1) Number of Schools; (2) Total Population; (3) School Population by Races.**

1897-98. COUNTIES	No. of Schools.			Total Population, Census of 1895.			School Population (6 to 21 years of age) (Census of 1896.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.. . .	2,538	1,899	639	*464,639	271,561	193,039	152,598	86,196	66,402
Alachua . . . .	116	72	44	28,207	13,639	14,568	9,083	3,945	5,138
Baker. . . . .	41	36	5	3,712	2,985	726	1,344	1,148	226
Bradford . . . .	56	47	9	9,499	7,142	2,357	2,926	2,285	641
Brevard.. . . .	53	44	9	4,558	3,731	827	1,238	1,000	238
Calhoun.. . . .	27	20	7	3,274	2,436	838	1,083	842	241
Citrus . . . . .	35	29	6	4,261	2,618	1,643	947	732	215
Clay.. . . .	55	47	8	5,200	3,723	1,477	1,722	1,352	370
Columbia. . . .	79	51	28	12,935	6,294	6,641	4,515	2,277	2,238
Dade.. . . .	22	19	3	3,322	2,148	1,174	640	549	91
DeSoto . . . . .	63	61	2	6,418	6,018	400	2,466	2,455	61
Duval . . . . .	87	53	34	34,766	14,871	19,895	10,482	4,228	6,254
Escambia. . . .	65	46	19	22,503	12,818	9,655	7,036	4,184	2,852
Franklin . . . .	6	4	2	4,475	2,344	2,131	967	544	423
Gadsden.. . . .	71	39	32	13,693	4,827	8,866	5,048	1,738	3,310
Hamilton . . . .	61	43	18	9,991	5,353	4,638	3,123	2,005	1,118
Hernando.. . .	20	15	5	2,940	1,826	1,114	1,051	620	431
Hillsborough . .	96	81	15	31,362	24,046	7,316	8,108	6,547	1,561
Holmes.. . . .	43	40	3	6,232	5,774	458	2,377	2,295	82
Jackson . . . . .	99	62	37	21,920	9,646	12,284	7,623	3,391	4,272
Jefferson . . . .	53	23	30	15,007	3,276	11,731	6,549	1,271	5,278
Lafayette. . . .	47	46	1	3,783	3,445	338	1,224	1,200	24
Lake.. . . .	67	51	16	8,349	6,180	2,169	2,281	1,696	585
Lee . . . . .	17	16	1	*2,225	2,084	102	677	654	23
Leon.. . . .	75	36	39	19,597	3,347	16,250	9,251	912	8,339
Levy.. . . .	53	41	12	7,534	5,164	2,370	2,519	1,638	881
Liberty . . . . .	16	11	5	2,079	1,151	928	687	394	293
Madison.. . . .	89	58	31	13,660	5,923	7,737	5,917	2,195	3,722
Manatee.. . . .	39	37	2	3,830	3,548	282	1,249	1,183	66
Marion . . . . .	120	74	46	21,875	10,284	11,591	7,727	3,162	4,565
Monroe . . . . .	11	9	2	17,167	11,935	5,232	4,613	3,277	1,336
Nassau . . . . .	56	40	16	8,843	4,285	4,558	2,749	1,413	1,336
Orange . . . . .	69	53	16	12,459	8,624	3,835	3,093	2,061	1,037
Osceola . . . . .	30	26	4	3,394	2,723	671	1,083	930	153
Pasco.. . . .	44	39	5	4,697	4,174	523	1,426	1,325	98
Polk.. . . .	85	79	6	10,983	9,207	1,776	3,409	3,019	390
Putnam . . . . .	70	46	24	11,381	6,550	4,831	3,477	1,826	1,651
St. Johns. . . .	37	29	8	7,708	5,125	2,583	2,166	1,477	689
Santa Rosa . . . .	69	61	8	8,914	6,572	2,342	3,512	2,631	881
Sumter . . . . .	44	34	10	5,308	3,743	1,565	1,761	1,265	496
Suwannee . . . .	86	60	26	12,544	6,838	5,706	4,660	2,425	2,235
Taylor.. . . .	36	35	1	3,062	2,842	220	1,135	1,074	61
Volusia . . . . .	58	43	15	11,480	7,240	4,240	2,526	1,641	885
Wakulla . . . . .	33	23	10	3,700	1,977	1,723	1,231	653	573
Walton . . . . .	72	63	9	7,962	6,826	1,136	2,965	2,506	459
Washington . . .	67	57	10	7,820	6,228	1,592	2,857	2,213	534

\*39 Indians included in totals.

**TABLE II.—(1) Enrollment in the Public Schools by Race; (2) The Percentage of School Population Enrolled; (3) Enrollment by Sex and Race.**

1937-38. COUNTIES	Enrollment by Race.			Per cent. of School Pop- ulation (8 to 21) Enrolled.			Enrollment by Sex and Race			
	Total.	White	Negro.	Both Races.	White	Negro.	Males.		Females.	
							White	Negro.	White	Negro.
In State . . . . .	108,451	67,657	40,798	71	78	61	25,116	19,632	32,541	21,166
Alachua . . . . .	5,845	2,856	2,989	64	72	58	1,445	1,361	1,411	1,528
Baker . . . . .	1,236	1,018	208	89	89	92	56	87	42	121
Bradford . . . . .	2,618	2,177	471	90	95	73	1,141	232	1,033	239
Brevard . . . . .	1,117	882	235	91	89	99	424	125	458	110
Calhoun . . . . .	72	557	110	87	66	71	290	90	26	80
Citrus . . . . .	752	634	118	79	87	55	332	57	302	61
Clay . . . . .	1,734	1,252	282	89	93	76	618	145	634	137
Columbia . . . . .	3,556	1,813	1,673	78	83	75	953	810	900	863
Dade . . . . .	738	515	223	*115	94	*245	250	115	235	108
DeSoto . . . . .	2,129	2,059	60	86	86	98	1,136	31	933	29
Duval . . . . .	6,610	3,268	3,342	63	77	53	1,620	1,696	1,648	1,736
Escambia . . . . .	4,488	2,942	1,546	64	70	61	1,444	711	1,498	835
Franklin . . . . .	582	358	225	69	66	53	179	99	179	126
Gadsden . . . . .	3,634	1,392	2,242	72	80	68	717	1,123	675	1,119
Hamilton . . . . .	2,179	1,406	673	67	70	60	760	337	645	337
Hernando . . . . .	711	487	224	68	79	52	259	108	234	115
Hillsborough . . . . .	5,034	4,147	887	62	63	55	2,129	410	2,018	447
Holmes . . . . .	1,795	1,735	60	76	76	73	917	34	818	26
Jackson . . . . .	5,587	3,013	2,544	73	90	60	1,582	1,211	1,471	1,293
Jefferson . . . . .	3,840	972	2,868	69	76	54	496	1,435	476	1,432
Lafayette . . . . .	1,023	1,070	23	8	83	95	56	10	431	13
Lake . . . . .	1,919	1,416	503	87	83	96	738	272	618	291
Lee . . . . .	472	452	20	70	69	87	223	11	229	9
Leon . . . . .	3,896	722	3,274	43	79	39	356	151	316	173
Levy . . . . .	1,772	1,227	545	70	75	62	676	277	551	268
Liberty . . . . .	494	302	192	70	77	82	149	85	153	97
Madison . . . . .	4,262	1,971	2,291	72	90	62	1,040	1,072	921	1,215
Manatee . . . . .	1,260	1,206	54	*101	*102	82	619	26	587	29
Marion . . . . .	5,910	2,397	3,513	76	76	77	1,270	1,660	1,127	1,853
Monroe . . . . .	2,141	1,478	663	46	45	50	738	346	710	317
Nassau . . . . .	1,989	1,028	961	72	73	72	545	462	482	499
Orange . . . . .	2,811	1,807	1,004	91	88	97	920	453	887	541
Osceola . . . . .	881	783	98	81	84	64	397	60	385	38
Pasco . . . . .	1,197	1,192	105	84	82	*107	561	57	531	49
Polk . . . . .	2,999	2,628	371	88	87	95	1,364	187	1,204	204
Putnam . . . . .	2,502	1,307	1,195	72	72	72	680	591	627	601
St. Johns . . . . .	1,612	1,080	572	76	73	83	567	274	513	298
Santa Rosa . . . . .	2,454	1,940	514	70	74	58	981	251	919	263
Sumter . . . . .	1,497	1,071	426	85	85	86	534	198	537	228
Suwannee . . . . .	3,531	2,144	1,387	76	88	62	1,155	661	989	726
Taylor . . . . .	935	878	57	82	82	93	488	301	293	27
Volusia . . . . .	3,183	1,469	1,714	86	90	81	748	313	721	361
Wakulla . . . . .	1,071	855	216	87	100	73	358	211	297	206
Walton . . . . .	2,408	2,089	319	81	83	69	1,100	118	989	163
Washington . . . . .	2,443	1,923	520	86	85	89	1,042	353	881	257

\*Large percentage due to increase in population since the last census.

**TABLE III.—Showing, (1) Average Daily Attendance by Race and Sex; (2) Per Cent. Average Daily Attendance is of the Enrollment.**

1897-98. COUNTIES.	Average Number Attending School Each Day.								Percentage of attendance, or No. in daily attendance for each 100 enrolled.		
	Both Races.	White.	Negro.	Males.		Females.					
				White.	Negro.	White.	Negro.				
In State.. . . .	74,004	46,329	27,675	23,443	13,266	22,886	14,409	68.6	63	68	
Alachua.. . . .	4,174	2,049	2,125	1,021	966	1,028	1,159	71	72	71	
Baker.. . . .	821	677	144	357	60	320	81	67	67	69	
Bradford.. . . .	1,769	1,463	306	756	152	707	154	67	67	65	
Brevard .. . . .	771	615	156	288	80	321	76	69	70	66	
Calhoun.. . . .	471	342	129	174	69	168	60	65	61	76	
Citrus.. . . .	572	480	92	253	46	227	46	76	76	78	
Clay.. . . .	1,075	869	206	426	107	443	99	70	69	73	
Columbia. . . . .	2,334	1,286	1,048	657	496	629	552	66	68	63	
Dade.. . . .	473	331	142	177	73	154	69	61	64	64	
DeSoto .. . . .	1,528	1,482	46	778	26	704	20	72	72	77	
Duval.. . . .	4,641	2,448	2,193	1,171	1,031	1,277	1,162	70	75	68	
Escambia.. . . .	3,107	2,051	1,056	976	500	1,075	556	69	70	68	
Franklin.. . . .	387	247	140	116	62	131	78	66	69	62	
Gadsden.. . . .	2,420	907	1,513	458	774	449	739	67	65	67	
Hamilton .. . . .	1,307	890	417	470	209	420	208	63	63	62	
Hernando .. . . .	485	339	146	167	70	172	76	68	70	65	
Hillsborough.. . . .	3,548	2,904	644	1,455	304	1,449	340	71	70	75	
Holmes. . . . .	897	862	35	449	18	413	17	50	50	58	
Jackson.. . . .	3,627	2,036	1,591	1,051	782	985	809	65	67	63	
Jefferson.. . . .	2,738	645	2,093	305	1,037	340	1,056	71	66	73	
Lafayette.. . . .	674	657	17	377	8	280	9	66	66	74	
Lake.. . . .	1,364	982	382	476	184	506	198	69	69	68	
Lee.. . . .	321	307	14	144	8	163	6	63	68	70	
Leon.. . . .	2,993	535	2,458	263	1,130	272	1,328	75	74	75	
Levy.. . . .	1,191	844	347	451	176	393	171	67	69	64	
Liberty.. . . .	316	203	113	105	53	98	60	65	67	62	
Madison.. . . .	2,773	1,259	1,514	648	712	611	802	65	64	66	
Manatee.. . . .	924	883	41	440	18	443	23	73	73	76	
Marion. . . . .	3,948	1,713	2,235	874	1,038	839	1,197	67	71	64	
Monroe .. . . .	1,447	998	449	497	233	501	216	68	68	68	
Nassau .. . . .	1,316	683	633	352	300	331	333	66	66	66	
Orange .. . . .	1,992	1,316	676	656	309	660	367	71	73	67	
Osceola .. . . .	612	528	84	267	50	261	34	69	67	86	
Pasco.. . . .	932	846	86	426	48	420	38	78	77	82	
Polk.. . . .	2,260	1,970	290	997	129	973	161	75	75	78	
Putnam.. . . .	1,755	944	811	467	401	477	410	70	72	68	
St. Johns .. . . .	1,065	692	373	360	199	332	174	64	64	65	
Santa Rosa.. . . .	1,768	1,392	376	692	181	700	195	72	72	73	
Sumter.. . . .	977	720	257	364	120	356	137	65	67	60	
Suwannee .. . . .	2,218	1,306	912	684	421	622	491	63	61	66	
Taylor .. . . .	544	514	30	285	16	229	14	58	59	53	
Volusia.. . . .	1,663	1,133	530	563	262	570	268	76	77	74	
Wakulla .. . . .	679	423	256	232	130	191	126	63	65	62	
Walton .. . . .	1,505	1,302	203	661	99	641	104	63	62	64	
Washington.. . . .	1,622	1,256	366	657	179	599	187	66	65	70	

TABLE IV.—Showing, (1) Aggregate Number of Days' Schooling Given; (2) Average Length of School Term; (3) The Average Number of Days' Schooling Given for Every Child 6 to 21 Years of Age.

1897-98. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools Were Taught.			Average Days' Schooling Given for Every Child 6 to 21.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State.. . . .	7,664,402	4,926,882	2,737,520	104	106	93	50	57	41
Alachua.. . . .	472,585	237,765	234,820	113	116	111	52	60	46
Baker.. . . .	60,832	49,377	11,455	74	73	80	44	43	51
Bradford.. . . .	138,725	114,445	24,280	78	78	79	47	50	38
Brevard.. . . .	88,364	71,334	17,030	115	116	109	71	71	72
Calhoun.. . . .	44,675	31,910	12,756	95	93	99	41	38	53
Citrus.. . . .	54,260	46,900	7,360	95	98	80	57	64	34
Clay.. . . .	84,248	67,948	16,300	78	78	79	49	50	44
Columbia.. . . .	195,395	110,120	85,275	84	86	81	43	48	38
Dade.. . . .	65,904	46,076	19,828	139	139	140	103	84	218
DeSoto.. . . .	153,970	149,370	4,600	101	101	100	62	62	75
Duval.. . . .	613,575	343,995	269,580	132	141	123	59	81	43
Escambia.. . . .	391,871	266,692	125,179	126	130	119	56	64	44
Franklin.. . . .	61,856	39,456	22,400	160	160	160	64	73	53
Gadsden.. . . .	208,670	85,160	123,510	86	94	82	41	49	37
Hamilton.. . . .	97,040	68,535	28,505	74	77	68	31	34	25
Hernando.. . . .	53,640	41,960	11,680	111	124	80	51	68	27
Hillsborough.. . . .	457,108	383,008	74,100	129	132	115	56	59	47
Holmes.. . . .	58,653	56,163	2,490	65	65	71	25	24	30
Jackson.. . . .	321,880	192,800	129,080	89	95	81	42	57	30
Jefferson.. . . .	245,120	77,680	167,440	90	120	80	37	61	32
Lafayette.. . . .	56,790	55,430	1,360	84	84	80	46	46	57
Lake.. . . .	165,723	122,624	43,099	121	125	113	73	72	74
Lee.. . . .	25,680	24,560	1,120	80	80	80	38	38	49
Leon.. . . .	328,620	62,360	266,260	110	117	108	36	68	32
Levy.. . . .	120,825	86,349	34,476	101	102	99	48	53	39
Liberty.. . . .	26,380	17,340	9,040	83	85	80	38	44	31
Madison.. . . .	180,107	91,687	88,420	65	73	58	30	42	24
Manatee.. . . .	96,557	93,647	2,910	104	106	71	77	79	44
Marion.. . . .	390,804	170,629	220,175	99	100	99	51	54	48
Monroe.. . . .	227,080	155,240	71,840	157	156	160	49	47	54
Nassau.. . . .	132,671	69,612	63,059	101	102	100	48	49	47
Orange.. . . .	283,761	186,399	97,362	142	142	144	92	90	94
Osceola.. . . .	71,120	63,002	8,118	116	119	97	66	68	53
Pasco.. . . .	83,738	77,408	6,330	90	91	74	59	58	65
Polk.. . . .	239,500	207,600	31,900	106	105	110	70	69	82
Putnam.. . . .	200,730	112,740	87,990	114	119	108	58	62	53
St. Johns.. . . .	158,090	100,075	58,015	148	145	156	73	68	84
Santa Rosa.. . . .	154,682	125,027	29,655	87	90	79	44	48	34
Sumter.. . . .	97,470	71,770	25,700	100	100	100	55	57	52
Suwannee.. . . .	187,021	116,201	70,820	84	89	78	40	48	32
Taylor.. . . .	41,759	39,419	2,340	77	77	78	37	37	38
Volusia.. . . .	200,446	140,603	59,843	121	124	113	79	86	68
Wakulla.. . . .	62,467	40,367	22,100	92	93	86	51	61	39
Walton.. . . .	118,412	102,172	16,240	79	78	80	40	41	35
Washington.. . . .	145,598	113,918	31,680	90	91	87	51	50	54

TABLE V.—Showing Educational Status of Youth.

COUNTIES	No. in Chart			First Reader.			Second Reader.			Third Reader.			Fourth Reader.			Fifth Reader.			Higher Branches		
	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.
In State	13,237	5,165	8,072	20,797	10,699	0,011	18,634	10,596	8,038	18,419	11,575	6,844	18,699	13,356	5,313	12,293	10,183	3,114	6,228	5,035	297
A. achua.	796	163	633	1,264	407	857	1,124	456	668	1,035	588	447	967	661	296	407	352	45	273	28	5
Baker.	185	113	72	271	183	88	214	210	34	203	176	27	216	183	28	14	125	1	2	2	5
Bradford.	449	331	118	443	342	101	421	309	112	508	431	77	451	397	54	284	275	9	92	93	...
Brevard.	76	56	20	154	125	29	204	147	6	220	165	55	281	184	47	166	149	18	66	63	4
Calhoun.	38	34	4	193	103	90	123	84	39	136	114	22	126	115	11	63	60	3	43	47	1
Citrus.	21	15	6	112	86	26	110	83	27	196	139	57	168	156	12	117	113	4	43	43	...
Clay.	172	113	59	213	164	49	261	201	60	257	208	49	309	253	56	222	210	12	107	101	...
Columbia.	785	390	395	436	554	257	583	301	284	571	318	253	580	377	243	403	240	10	107	101	...
Dade.	43	24	19	124	86	38	118	79	39	152	108	44	170	119	51	105	78	2	76	73	3
DeSoto.	142	132	10	228	219	9	306	293	13	389	388	11	593	550	12	326	322	4	18	166	...
Duval.	708	32	676	1,496	590	906	1,047	484	563	1,046	531	515	941	518	423	648	485	187	630	531	49
Flamonia.	304	184	120	934	600	421	863	450	413	842	533	310	523	448	175	356	298	5	362	346	16
Franklin.	63	16	47	107	51	56	101	61	40	99	62	37	143	114	29	47	31	16	73	71	...
Gadsden.	651	192	459	789	590	199	668	200	368	572	331	241	691	391	300	369	206	124	73	73	...
Hamilton.	284	135	149	558	322	236	395	282	113	300	211	89	300	251	46	107	96	9	58	58	...
Hernando.	103	53	50	140	74	66	119	77	42	134	78	56	119	112	7	73	69	4	23	23	...
Hillsborough.	412	235	177	1,071	623	448	868	654	214	763	533	230	924	527	97	616	586	30	20	20	1
Indian River.	280	165	115	477	344	133	344	218	126	272	268	4	259	256	3	151	151	...	13	13	...
Jackson.	690	318	372	1,263	858	405	1,036	647	389	414	283	131	343	256	27	343	256	138	469	238	71
Jefferson.	681	75	606	859	118	741	688	179	509	179	509	179	466	346	321	249	249	180	107	107	...

Lafayette	113	108	5	193	185	8	265	199	61	188	184	4	222	222	311	113	71	71	31	31	31	...
Lake...	141	66	75	908	164	124	209	190	159	340	236	104	424	424	311	113	26	26	31	161	...	
Lee...	30	20	...	98	91	7	61	57	4	83	82	1	110	110	107	38	62	62	31	28	...	
Leon	622	64	555	1,005	103	902	808	106	702	678	119	559	621	621	123	38	257	139	7	45	...	
Lerry...	113	53	79	291	169	122	340	211	112	320	231	89	349	349	256	53	207	173	34	133	...	
Liberty...	82	42	40	69	35	34	72	339	83	77	43	241	81	81	50	31	73	63	10	30	...	
Madison	680	125	555	961	325	636	703	333	310	715	353	352	586	586	344	249	453	323	190	148	...	
Manatee	63	63	...	153	124	29	240	131	9	292	228	4	202	202	247	11	187	168	1	15	...	
Marion	1,202	178	1,024	985	294	651	581	338	643	892	380	512	1,022	1,022	503	519	649	491	158	146	...	
Monroe...	389	228	183	444	317	127	319	229	80	216	137	79	276	276	155	121	465	351	54	9	...	
Nassau	286	85	201	287	134	153	276	177	192	306	149	156	411	411	232	178	263	150	53	121	...	
Orange...	184	40	144	40	232	173	472	213	223	462	272	180	514	514	370	12	455	352	113	21	...	
Osceola...	90	65	25	116	93	23	148	133	16	189	175	14	169	169	167	12	18	67	8	3	...	
Pasco...	43	33	10	202	105	40	203	182	28	182	175	17	202	202	193	9	211	211	...	12	...	
Polk...	208	147	61	382	307	78	443	373	76	496	438	57	609	609	558	51	568	493	46	231	...	
Putnam	167	49	118	493	20	28	458	14	254	406	183	223	445	445	264	181	398	288	140	15	...	
St. Johns...	162	61	10	332	206	126	2	169	113	257	155	102	250	250	175	75	253	22	24	123	...	
Santa Rosa...	193	110	83	561	433	13	4	313	112	384	365	79	457	457	388	69	310	270	4	114	...	
Sumter...	143	64	79	243	164	83	296	186	110	281	201	80	279	279	221	180	181	163	1	57	...	
Suwannee	691	254	437	563	302	281	552	329	223	591	32	266	585	585	427	159	310	2	41	238	...	
Taylor...	169	143	26	118	984	15	135	130	6	187	181	6	155	155	191	4	91	91	44	44	...	
Volusia...	100	21	69	338	214	124	400	223	174	375	225	147	485	485	336	118	372	321	61	11	...	
Wakulla...	173	98	80	202	95	106	173	113	84	157	101	66	175	175	107	68	113	79	84	68	...	
Walton...	117	73	44	425	330	95	401	336	71	435	385	52	467	467	423	34	457	469	18	20	...	
Washington	226	116	110	444	307	137	397	301	96	404	317	87	500	500	416	84	287	28	3	183	...	



TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held. \*

COUNTIES	1897-98.	*Whole No. of Teachers Employed.			White.												Negro.											
					White.						Negro.						First Grade.						Second Grade.					
					Both Races.			Male.			Female.			Total.			Male.			Female.			Total.			Male.		
					Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
State	2,192	2,108	79	1,312	684	325	39	471	246	225	110	310	770	497	180	317	41	33	8	320	160	16	323	132	191			
Alachua	153	103	3	68	30	2	27	15	10	5	16	35	37	28	9	28	2	2	...	22	11	11	26	10	16			
Baker	38	35	26	9	3	3	...	6	4	2	17	4	12	3	9	3	...	...	...	2	2	...	1	1	...			
Bradford	76	50	25	25	6	6	...	17	6	11	21	20	8	8	1	4	...	...	...	5	3	2	2	1	1			
Brevard	51	44	8	36	7	4	3	12	3	9	24	4	20	8	1	7	...	...	...	5	3	2	2	1	1			
Calhoun	25	20	9	11	5	5	...	5	1	4	13	6	7	2	2	...	...	...	...	5	5	...	...	...	...			
Citrus	35	30	8	22	5	3	2	12	4	8	16	4	12	2	...	2	...	...	...	3	1	2	2	2	...			
Clay	45	38	15	23	7	4	3	5	2	3	19	6	13	14	7	7	...	...	...	4	3	1	3	1	2			
Columbia	72	50	23	27	22	11	11	22	10	12	20	12	8	8	1	7	1	1	...	10	5	5	11	5	6			
Dade	28	23	6	17	5	3	2	10	3	7	12	3	9	1	...	1	...	...	...	3	...	...	2	...	2			
DeSoto	69	6	42	26	1	1	...	1	11	2	36	20	16	19	11	5	...	...	...	...	...	...	1	1	...			
Duval	172	97	17	80	75	23	52	15	7	8	68	8	60	14	2	12	3	2	1	38	13	25	34	8	25			
Escambia	9	6	10	5	2	8	14	11	3	8	44	5	39	13	2	11	2	...	2	11	4	7	9	4	5			
Franklin	14	11	3	8	3	1	2	4	...	2	6	1	5	1	...	1	...	...	...	3	1	2	...	...	...			
Madison	6	42	1	27	25	13	10	9	5	4	20	9	11	13	1	12	...	...	...	3	2	1	...	11	9			
Hamilton	54	42	21	2	12	8	4	13	8	5	26	11	15	3	2	1	1	1	...	11	7	4	...	...	...			
Hernando	27	22	5	17	5	4	1	11	3	8	8	2	6	3	...	3	...	...	...	4	3	1	1	1	...			
Hillsborough	13	113	37	76	20	8	12	22	5	17	75	27	48	16	5	11	3	3	...	11	3	8	6	2	4			
Holmes	32	29	19	10	3	3	...	7	6	1	12	5	7	10	8	2	...	...	...	3	3	...	...	...	...			
Jackson	88	58	23	35	30	22	8	8	5	3	29	11	18	21	7	14	...	...	...	10	8	...	...	...	...			
Jefferson	63	30	10	20	33	18	15	7	5	2	17	4	13	6	1	5	...	...	...	10	6	4	23	12	11			



TABLE VII - Showing Result of State Uniform Examinations.

1897-98. COUNTIES.	No. of Examinees.	No. Failing to Pass.	No. and Grades of Certificates Issued.													
			To Whites.						To Negroes.							
			1st Grade.		2nd Grade.		3rd Grade.	1st Grade.		2nd Grade.		3rd Grade.				
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
In State.. . . .	2023	783	392	391	82	81	154	249	146	255	5	1	35	35	85	111
Alachua.. . . .	147	61	23	41	1	4	4	9	12	20			2	1	10	11
Baker.. . . .	33	19	16	3			2	2	5	3				1	1	1
Bradford.. . . .	73	36	23	8	4	1		3	10	5	1					2
Brevard.. . . .	22	3	1	2					4				1			
Calhoun.. . . .	7	3	1	2				1	2							
Citrus.. . . .	21	7	5	2			3	4	2							2
Clay.. . . .	22	9	8	3			3	3	2					1		
Columbia.. . . .	63	12	7	2	5		3	13	10					1		6
Dade.. . . .	14	7	6	1					2							
DeSoto.. . . .	41	7	4	3	2	1	12	2	3							1
Duval.. . . .	142	49	6	34	5	7	4	31	2	15	2		4	14	6	
Escambia.. . . .	46	23	14	9	4	2	1	3	2	7			1		1	1
Franklin.. . . .	61	2	1	1			2		2							
Gadsden.. . . .	51	17	3	14	1	3	4	6	3				5	3	3	
Hamilton.. . . .	63	21	18	3	9	3	9	6	7	11			1		1	
Hernando.. . . .	12	4	1	3	1	1	1	4								2
Hillsborough.. . . .	68	5	3	2	6	15	5	13	6	13				2		1
Holmes.. . . .	12	5	5				2	1	2	2						
Jackson.. . . .	69	26	10	16	2		7	5	6	3			6	1	4	
Jefferson.. . . .	81	58	15	41	5	2			3	5			2		5	
Lafayette.. . . .	17	3	3	0			4	5	2	3						
Lake.. . . .	53	15	12	3	2	7	10	10	2	6					1	
Lee.. . . .	6		2				2		1	2						
Leon.. . . .	34	6	2	4			5		2	2			4		5	
Levy.. . . .	36	15	11	4	1	1	3	4	3	5			1			
Liberty.. . . .	8	4	2	2					1						3	
Madison.. . . .	50	28	1	13	2	3	5	2	2	3					5	
Manatee.. . . .	20	3	2	1			4	3	1	3						
Marion.. . . .	139	52	11	41	5		7	8	7	22			2	4	3	
Monroe.. . . .	11	3		3	1	1	1	1	1	1			1		1	1
Nassau.. . . .	67	34	8	26	2	3	3	9	2	7			1	1	2	
Orange.. . . .	71	40	19	21	1	5	6	7	1	7					2	
Osceola.. . . .	14	8	4	4			1			2						
Pasco.. . . .	40	14	14		2	2	3	5	3	11						
Polk.. . . .	62	19	13	6	6	2	3	17	3	10			1			
Putnam.. . . .	71	44	22	22	2		6		4	6				1	4	
St. Johns.. . . .	30	14	6	9	1		7		4	6						
Santa Rosa.. . . .	35	17	9	8	1	3	2	1	4	7						
Sumter.. . . .	32	13	10	3	1		3	3	2	3						
Suwannee.. . . .	42	22	7	15	3	3	3	3	2	2					1	
Taylor.. . . .	29	9	9		1		10	2	3	2			1		1	
Volusia.. . . .	50	23	12	11			4	11	4	6					1	1
Wakulla.. . . .	17	3	1	2			4		3	2			1		3	
Walton.. . . .	55	26	25		3		4		10	9			1		1	1
Washington.. . . .	29	2	2		1	2	7	6	2	3						

**TABLE VIII.--Showing Facts Relative to Teachers Employed.**

1897-98. COUNTIES.	Graduates of Normal Schools.				Attendants at Teachers' Summer Schools.				Attendants at State Teachers' Associations.		Subscribers to Educational Journals.		Non-Resident Teachers.			
	White		Negro		White		Negro		White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
In State.. . . .	108	150	31	28	211	501	90	171	303	185	125	41	252	94	78	12
Alachua.. . . .	12	3	1	...	7	8	16	27	21	2	61	25	...	...	...	...
Baker.. . . .	2	2	...	...	...	...	...	...	...	...	25	1	25	...	2	...
Bradford.. . . .	6	1	1	...	...	...	1	...	17	...	19	5	10	...	2	...
Brevard.. . . .	1	10	2	1	...	...	...	...	7	2	33	3	11	8	1	...
Calhoun.. . . .	...	1	...	...	1	...	...	...	1	...	10	2	10	1	4	...
Citrus.. . . .	2	6	...	...	4	11	...	2	9	1	25	4	...	1	3	...
Clay.. . . .	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Columbia .. . . .	11	3	...	...	...	...	2	8	11	8	21	15	4	5	1	...
Dade.. . . .	2	3	...	...	1	1	...	...	2	2	18	5	5	1	1	...
DeSoto .. . . .	...	...	...	...	27	11	...	...	9	1	56	1	...	...	...	...
Duval.. . . .	1	4	...	1	5	63	11	46	10	64	64	53	9	6	2	1
Escambia.. . . .	...	7	...	3	...	53	6	8	2	21	37	11	...	4	...	...
Franklin.. . . .	2	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...
Gadsden .. . . .	2	2	...	...	...	...	8	10	3	...	13	13	...	2	...	...
Hamilton.. . . .	...	...	...	...	...	...	...	...	...	...	...	...	29	...	...	...
Hernando.. . . .	...	...	1	...	5	13	2	...	8	1	15	5	4	...	4	...
Hillsborough.. . . .	3	9	2	...	27	60	5	9	15	...	98	18	5	5	4	1
Holmes.. . . .	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...
Jackson.. . . .	6	3	...	...	3	1	...	...	1	...	24	10	4	4	...	...
Jefferson... . . .	2	1	...	...	2	13	10	10	4	8	19	18	5	2	1	...
Lafayette.. . . .	2	2	...	...	11	8	...	...	3	...	20	...	5	1	...	...
Lake .. . . .	...	1	2	...	4	4	1	3	28	2	59	16	2	1	3	...
Lee.. . . .	1	1	...	...	1	1	...	...	...	...	13	...	7	2	1	...
Leon.. . . .	...	...	2	3	...	...	2	4	...	5	...	15	5	8	1	3
Levy.. . . .	3	5	...	...	...	1	2	1	11	3	35	8	11	4	3	...
Liberty. . . . .	2	...	1	...	...	...	...	...	...	...	8	1	3	...	1	...
Madison.. . . .	...	...	...	...	5	3	8	5	8	13	26	25	7	1	7	...
Manatee.. . . .	...	...	...	...	4	7	...	...	...	...	36	1	8	2	2	...
Marion.. . . .	9	13	4	8	6	14	...	...	12	5	52	27	3	2	3	3
Monroe.. . . .	...	...	...	...	...	...	...	...	...	...	20	1	2	1	...	...
Nassau.. . . .	3	5	2	1	4	12	5	12	1	...	23	13	11	8	4	1
Orange.. . . .	2	7	1	4	8	39	1	6	20	8	59	13	...	...	...	...
Osceola.. . . .	...	...	...	...	8	8	...	...	13	...	23	2	8	1	1	...
Pasco.. . . .	...	...	...	...	7	15	1	...	...	...	24	3	...	...	...	...
Polk.. . . .	5	5	...	...	32	71	...	...	17	2	81	6	3	6	...	...
Putnam.. . . .	3	3	1	1	11	12	3	3	10	10	40	23	4	3	3	1
St. Johns.. . . .	1	2	...	...	3	29	4	16	1	10	31	12	7	1	6	1
Santa Rosa.. . . .	7	4	1	1	11	18	...	...	3	1	31	8	13	4	3	...
Sumter.. . . .	2	1	...	...	1	5	...	...	5	...	29	9	4	...	3	...
Suwannee.. . . .	3	3	4	3	2	2	...	...	8	9	30	21	...	1	...	...
Taylor.. . . .	...	...	...	...	...	...	...	...	...	...	4	1	2	...	2	...
Volusia.. . . .	3	4	4	1	2	10	2	1	41	7	46	15	10	3	3	...
Wakulla.. . . .	1	...	...	1	9	8	...	...	...	...	7	4	1	...	...	...
Walton .. . . .	6	4	...	...	...	...	...	...	...	...	20	4	3	4	4	1
Washington.. . . .	3	...	2	...	...	...	...	...	2	...	...	...	7	1	3	...

TABLE IX.—Showing Average Monthly Salaries Paid Teachers, with Counties Arranged in Order of Highest Salaries.

Average Monthly Salaries Paid White Teachers.

1897-98.		Both Races.		Males.		Females.		Rank.	
Counties.		Counties.		Counties.		Counties.		Both Sexes.	Rank.
In State	\$33.73	Monroe	\$38.66	Hillsborough	\$33.96	Hillsborough	\$35.70		
1 Hillsborough	46.9	Duval	71.00	Duval	47.24	Duval	48.87	1	
2 Monroe	42.73	St. Johns	63.59	Dade	41.63	Monroe	45.96	2	
3 Duval	41.27	Orange	57.99	Monroe	40.60	Dade	44.37	3	
4 Dade	41.08	Hillsborough	53.04	Polk	40.51	Polk	41.30	4	
5 Polk	39.78	Hernando	52.49	Escambia	38.36	Volusia	40.37	5	
6 Volusia	37.98	Nassau	51.67	DeSoto	36.80	Hernando	38.76	6	
7 DeSoto	37.57	Jefferson	48.61	Volusia	36.31	Escambia	38.40	7	
8 Escambia	37.02	Volusia	47.00	Putnam	34.78	Orange	38.15	8	
9 Pasco	36.57	Leon	46.18	Pasco	34.64		37.70	9	
10 Manatee	36.55	Escambia	46.05	Osceola	34.62	Pasco	37.56	10	
11 Hernando	36.25	Polk	43.91	Hernando	34.56	Manatee	37.54	11	
12 Osceola	35.0	Franklin	43.78	Manatee	34.45	Leon	36.58	12	
13 Putnam	35.42	Dade	43.33	Orange	34.15	Putnam	36.28	13	
14 Lee	35.27	Pasco	43.29	Marion	33.92	Osceola	36.26	14	
15 Citrus	35.22	Lake	41.99	Citrus	33.67	Lake	36.21	15	
16 Lake	34.19	Marion	41.02	Lee	33.57	Madison	35.96	16	
17 Orange	33.9	Putnam	39.95	Lake	33.40	Citrus	35.88	17	
18 Madison	33.37	Citrus	39.80	Brevard	33.14	Lee	35.85	18	
19 Brevard	33.24	DeSoto	39.70	Suwannee	32.92	Jefferson	35.63	19	
20 Bradford	33.20	Alachua	39.66	Leon	32.59	Bradford	35.28	20	
21 Marion	32.98	Lee	39.46	Madison	32.51	Alachua	35.25	21	
22 Sumter	31.83	Bradford	39.32	Calhoun	31.86	Suwannee	34.75	22	
23 Suwannee	31.30	Jackson	38.65	Levy	31.72	Brevard	34.03	23	
24 Levy	31.15	Madison	38.48	Alachua	31.00		33.67	24	
25 Hamilton	31.23		38.32				33.66	25	

26	Alachua..	31.13	Osceola	38.02	Columbia..	30.88	Hamilton	33.52	26
27	Franklin..	31.08	Manatee..	37.99	Sumter..	30.48	Columbia..	33.30	27
28	Columbia..	31.00	Sumter..	37.49	Bradford..	30.42	Franklin	32.76	28
29	Clay..	30.55	Columbia..	36.30	Clay..	29.40	Levy..	32.73	29
30	Leon..	30.50	Brevard	35.72	Jefferson..	29.12	Sumter..	32.62	30
31	Nassau..	30.45	Suwannee..	34.32	Baker..	28.77	Nassau..	31.68	31
32	St. Johns..	30.22	Levy..	33.98	Franklin..	28.73	Jackson..	31.13	32
33	Jefferson..	28.12	Hamilton..	33.33	Nassau	28.48	St. Johns	31.10	33
34	Calhoun..	27.97	Gadsden	33.13	Gadsden..	26.89	Calhoun..	30.90	34
35	Baker..	27.66	Clay....	31.65	Hamilton..	26.33	Clay..	30.88	35
36	Washington..	27.30	Santa Rosa	30.45	Jackson..	26.20	Gadsden	29.01	36
37	Jackson..	26.58	Washington..	30.03	Liberty..	26.00	Washington..	27.97	37
38	Santa Rosa	26.42	Calhoun..	27.47	St. Johns	25.27	Liberty	27.88	38
39	Walton..	26.30	Liberty	29.14	Walton	25.23	Baker	27.75	39
40	Liberty..	25.87	Walton..	27.43	Lafayette..	24.97	Santa Rosa	27.10	40
41	Lafayette..	25.72	Baker..	27.36	Washington..	24.27	Walton..	26.40	41
42	Gadsden..	24.98	Lafayette..	26.26	Santa Rosa..	24.02	Lafayette..	25.74	42
43	Taylor..	24.03	Taylor..	24.66	Holmes	22.06	Taylor	24.10	43
44	Holmes..	23.04	Holmes..	21.26	Taylor..	21.74	Holmes..	23.48	44
45	Wakulla..	23.72	Wakulla	22.05	Wakulla	21.25	Wakulla	21.90	45

**TABLE X.—Showing, (1) Average Monthly Salary Paid Negro Teachers, with Counties Arranged in Order of Highest Salaries; (2) Highest Monthly Salary Paid any Teacher.**

Average Monthly Salaries Paid Negro Teachers.				Highest Monthly Salaries Paid Teachers.			
Rank.	Counties.	Male.	Counties.	Female.	Counties.	Both Sexes	
						Rank.	Counties.
Whites. Negroes.							
		Male.		Female.		Male.	Female.

21	Alachua..	27.09	Washington.	25.00	Lake	27.04	21 Lafayette	40	20	21
22	Leon..	27.62	Nassau..	24.17	Madison	25.94	22 Lake..	90	70	45
23	Columbia..	27.61	Alachua..	23.75	Columbia	25.84	23 Lee..	60	35	35
24	Baker..	27.09	Suwannee..	23.75	Levy..	25.75	24 Leon..	100	80	50
25	Madison..	27.09	St. Johns.	23.43	Alachua..	25.74	25 Levy ..	60	55	40
26	Suwannee..	26.75	Leon..	23.43	Hernando	25.65	26 Liberty	37	35	25
27	Santa Rosa.	26.51	Levy ..	23.36	Walton..	25.56	27 Madison	100	40	35
28	Levy..	26.55	Franklin..	22.50	Suwannee	25.37	28 Manatee.	160	50	20
29	Walton..	26.25	Lake ..	22.43	Hamilton.	25.24	29 Marion ..	95	60	70
30	Hernando..	25.75	Orange.	21.65	Leon.	25.18	30 Monroe ..	125	100	90
31	Hamilton.	25.33	Liberty	20.00	Franklin	25.00	31 Nassau..	80	50	75
32	Lafayette.	25.00	Santa Rosa	20.00	Lafayette	25.00	32 Orange	110	5	45
33	Bradford..	23.23	Walton ..	20.00	Orange	24.13	33 Osceola..	90	45	4
34	Washington.	22.14	Gadsden ..	18.5	Bradford	23.33	34 Pasco..	75	40	3
35	Liberty..	21.25	Jefferson ..	17.67	Washington	23.06	35 Polk ..	125	65	50
36	Calhoun ..	20.00	Wakulla..	17.50	Santa Rosa	21.59	36 Putnam	100	60	35
37	DeSoto..	20.00	Jackson..	16.08	Taylor	21.54	37 St. Johns	130	40	60
38	Taylor..	20.00	Baker..	19.95	Liberty..	21.00	38 Santa Rosa	55	45	35
39	Jefferson.	18.95	Bradford	18.90	Calhoun.	20.00	39 Sumter ..	45	35	24
40	Gadsden..	17.50	DeSoto..	17.50	DeSoto	20.00	40 Suwannee	100	50	35
41	Wakulla..	17.50	DeSoto..	17.50	Jefferson..	18.94	41 Taylor ..	20	20	35
42	Holmes ..	17.16	Holmes.	16.51	Gadsden	18.75	42 Volusia ..	75	5	4
43	Jackson ..	16.51	Lafayette.	16.51	Wakulla ..	17.04	43 Wakulla..	28	2	18
44	Lee..	16.51	Osceola ..	16.51	Johnes..	17.16	44 Walton ..	60	35	20
45	Manatee..	16.51	Pasco..	16.51	Jackson ..	16.42	45 Washington	50	30	30



**TABLE XI.—Showing, (1) Average Age of Teachers; (2) Average Months Taught in Life**

1897-98. COUNTIES.	AVERAGE AGE						MONTHS TAUGHT.							
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.					
		Both Sexes.	Male.	Female.	Both Sexes.		Male.	Female.						
In State.. . . .	27	27	29	25	27	30	25	39	36	43	33	48	58	38
Alachua.. . . .	25	25	28	23	26	28	25	35	30	36	26	45	52	40
Baker.. . . .	26	26	26	27	29	29	...	28	27	25	32	38	38	...
Bradford.. . . .	24	24	25	22	29	29	...	25	24	27	20	41	41	...
Brevard.. . . .	29	29	38	26	28	31	23	37	34	50	30	55	67	39
Calhoun.. . . .	26	25	26	24	31	31	...	38	28	25	31	77	77	...
Citrus.. . . .	25	25	29	23	26	29	21	30	29	40	25	36	47	20
Clay.. . . .	28	27	24	29	31	36	24	41	38	30	44	59	84	26
Columbia.. . . .	26	26	28	24	28	31	24	33	27	36	20	45	53	37
Dade.. . . .	28	28	34	26	28	29	27	49	46	81	34	63	56	74
DeSoto.. . . .	27	27	27	25	26	26	...	34	34	33	35	40	40	...
Duval.. . . .	27	27	36	24	27	29	27	44	40	61	34	49	53	47
Escambia.. . . .	31	31	42	29	31	35	29	55	52	118	41	65	93	46
Franklin.. . . .	26	26	26	26	25	26	25	21	15	21	13	45	70	33
Gadsden.. . . .	27	26	31	23	28	32	22	29	27	42	19	31	41	17
Hamilton.. . . .	25	25	26	23	26	28	21	36	35	43	26	41	49	27
Hernando.. . . .	23	23	24	22	25	27	20	27	22	30	19	48	46	54
Hillsborough.. . . .	28	28	29	28	27	28	26	48	48	48	49	45	44	45
Holmes.. . . .	24	24	25	21	31	31	...	32	23	29	12	111	111	...
Jackson.. . . .	28	28	31	26	28	29	25	36	31	38	26	46	55	19
Jefferson.. . . .	29	31	33	31	26	30	23	43	60	50	65	28	34	21
Lafayette.. . . .	22	22	23	22	20	20	...	19	18	22	15	28	28	...
Lake.. . . .	28	28	34	25	29	31	26	45	43	61	35	55	70	33
Lee.. . . .	26	27	29	26	21	...	21	31	31	29	32	15	...	15
Leon.. . . .	30	30	35	28	30	35	26	41	40	52	35	43	63	29
Levy.. . . .	26	25	26	25	31	32	28	43	35	39	32	75	74	77
Liberty.. . . .	25	24	26	21	26	27	24	38	39	46	30	36	54	...
Madison.. . . .	27	26	30	21	31	30	34	45	34	47	17	79	72	106
Manatee.. . . .	25	25	27	23	29	...	29	34	30	35	21	120	...	120
Marion.. . . .	26	27	29	26	25	31	24	35	33	41	34	33	45	70
Monroe.. . . .	30	32	51	29	26	26	25	61	68	139	58	45	42	46
Nassau.. . . .	25	25	24	25	26	29	25	32	30	28	31	36	55	29
Orange.. . . .	29	30	40	28	27	32	25	45	44	91	34	47	69	39
Osceola.. . . .	28	28	31	26	24	24	...	46	48	62	35	30	30	...
Pasco.. . . .	28	28	34	24	32	32	...	46	40	61	28	124	124	...
Polk.. . . .	28	28	30	26	28	29	28	41	39	50	33	57	64	53
Putnam.. . . .	29	28	30	27	30	34	26	45	37	44	33	63	84	41
St. Johns.. . . .	28	29	36	27	26	32	21	61	63	101	56	53	58	50
Santa Rosa.. . . .	25	25	26	23	28	31	27	37	34	38	30	56	68	48
Sumter.. . . .	27	28	33	26	23	24	22	45	45	56	40	46	38	68
Suwannee.. . . .	26	26	28	23	28	33	23	37	33	41	24	51	81	24
Taylor.. . . .	25	25	27	21	28	27	28	30	27	30	20	57	64	49
Volusia.. . . .	27	27	30	26	27	29	24	39	36	46	33	50	60	34
Wakulla.. . . .	31	34	37	24	24	25	22	39	41	46	24	33	38	23
Walton.. . . .	22	22	23	20	28	28	23	22	15	15	15	78	88	20
Washington.. . . .	29	29	31	26	28	30	21	36	33	34	32	51	61	23

**E XII.—Showing, (1) One Mill Tax Returned to Each County Every Dollar Paid by it; (2) Visits of County Superintendents; (3) Cost of County Superintendent Compared with Totalaries of His Teachers; (4) Per Capita Cost of the Public Schools.**

1897-98. COUNTIES	One Mill Tax Returned Each County for Every \$1 Paid.	County Supts.		Per Capita Cost of Public Schools (counting Both Races.				
		Visits Made.	Per cent. of Cost of All Teachers.	Per Inhabitant Census of 1886	Per Youth of School Age.	Per Pupil Enrolled.	Per Pupil in Daily Attendance.	
Adams	1.60	103	.044	1.35	4.21	6.54	9.15	
Albany	1.51	40	.087	1.50	4.05	4.54	6.77	
Albany	1.52	96	.070	1.28	4.16	4.59	6.88	
Albany	.46	68	.091	3.75	13.79	15.28	22.14	
Albany	1.22	40	.108	1.45	4.41	6.58	10.15	
Albany	.62	38	.098	2.39	10.76	13.55	17.41	
Albany	1.34	53	.083	1.90	5.75	6.45	9.21	
Albany	1.85	78	.054	1.39	3.99	6.06	7.71	
Albany	.32	43	.063	3.81	19.79	17.16	28.78	
Albany	1.24	42	.053	2.57	6.70	7.76	10.81	
Albany	.73	93	.033	1.87	6.20	9.33	13.99	
Albany	.79	108	.060	1.51	4.84	7.58	10.95	
Albany	.59	8	.043	1.09	5.05	8.38	12.62	
Albany	3.00	78	.075	.72	1.94	2.79	4.05	
Albany	1.56	66	.072	1.04	3.33	5.00	7.95	
Albany	.60	58	.091	2.68	7.50	11.09	16.28	
Albany	.83	110	.054	1.50	5.82	9.43	13.30	
Albany	2.33	129	.141	.69	1.82	2.41	4.81	
Albany	2.53	.....	.076	.72	2.06	2.83	4.36	
Albany	2.48	29	.067	.91	2.09	3.57	5.00	
Albany	1.44	46	.072	1.60	4.93	5.90	8.96	
Albany	.77	67	.076	2.39	8.75	10.08	14.62	
Albany	.81	22	.147	2.36	7.76	11.14	16.37	
Albany	1.88	79	.096	1.11	2.35	5.45	7.27	
Albany	1.38	64	.068	1.67	4.99	7.10	10.54	
Albany	1.65	17	.092	1.33	4.03	5.72	8.76	
Albany	2.31	31	.072	1.29	2.76	3.84	5.90	
Albany	1.13	43	.091	3.57	10.94	10.36	14.79	
Albany	1.15	120	.036	1.63	4.61	6.02	9.02	
Albany	1.17	36	.051	.80	2.97	6.40	9.46	
Albany	.95	19	.080	2.54	8.16	11.27	17.04	
Albany	.76	97	.054	2.22	8.94	9.85	13.90	
Albany	.67	24	.077	3.16	9.89	12.18	17.50	
Albany	.88	76	.086	2.98	9.80	11.68	15.00	
Albany	.88	105	.045	2.53	8.15	9.27	12.20	
Albany	.85	74	.056	1.60	5.22	7.25	10.34	
Albany	.59	91	.063	2.67	9.50	12.46	19.39	
Albany	1.78	89	.012	1.29	3.28	4.70	6.52	
Albany	1.02	163	.075	1.78	6.37	6.32	9.69	
Albany	1.88	80	.050	1.36	3.67	4.84	7.70	
Albany	2.23	37	.097	1.43	3.85	4.67	8.03	
Albany	.74	71	.061	1.83	8.31	9.62	12.63	
Albany	2.08	35	.084	1.28	3.84	4.11	6.97	
Albany	1.53	73	.062	1.27	3.41	4.20	6.72	
Albany	1.68	71	.059	1.24	3.40	3.98	5.99	

discrepancy due to great increase in population since last census.

**TABLE XIII.—Showing, (1) Average Number of Days the Schools Were Taught With Counties Arranged in Order of Longest Term; (2) Average Number of Days Schooling Given for Every Child 6 to 21.**

		Average Length of School Term in Days.					Average Number of Day's Schooling Given for Every Child 6 to 21.				
		1897-98.		Negroes Alone.		Counties.	Both Races.		Negroes Alone.		Counties.
Rank.	Counties.	In State.	Both Races.	Counties.	Whites Alone.		Counties.	Both Races.	Whites Alone.	Counties.	Negroes Alone.
1	Franklin.	160	160	Franklin.	160	Dade.	160	Dade.	90	Dade.	41
2	Monroe.	157	157	Monroe.	156	Orange.	160	Orange.	86	Orange.	218
3	St. Johns.	148	148	St. Johns.	145	Volusia.	156	Volusia.	84	St. Johns.	94
4	Orange.	142	142	Orange.	142	Manatee.	144	Duval.	81	Polk.	84
5	Dade.	139	139	Duval.	141	Lake.	140	Manatee.	79	DeSoto.	82
6	Duval.	132	132	Dade.	139	Duval.	123	Franklin.	73	Lake.	75
7	Hillsborough.	129	129	Hillsborough.	132	Escambia.	119	Brevard.	72	Brevard.	71
8	Escambia.	126	126	Escambia.	130	Hillsborough.	115	Polk.	71	Volusia.	68
9	Lake.	121	121	Lake.	125	Lake.	113	Osceola.	69	Pasco.	65
10	Volusia.	121	121	Hernando.	124	Volusia.	113	Franklin.	68	Lafayette.	57
11	Osceola.	116	116	Volusia.	124	Alachua.	111	DeSoto.	68	Monroe.	54
12	Brevard.	115	115	Jefferson.	120	Polk.	110	Duval.	68	Washington.	54
13	Putnam.	114	114	Osceola.	119	Brevard.	109	Pasco.	68	Calhoun.	53
14	Alachua.	113	113	Putnam.	119	Leon.	108	Putnam.	64	Franklin.	53
15	Hernando.	111	111	Leon.	117	Putnam.	108	Citrus.	64	Osceola.	53
16	Leon.	110	110	Alachua.	116	DeSoto.	100	Escambia.	62	Putnam.	53
17	Polk.	106	106	Brevard.	116	Nassau.	100	Hillsborough.	62	Sumter.	52
18	Manatee.	104	104	Manatee.	106	Sumter.	100	Sumter.	61	Baker.	51
19	DeSoto.	101	101	Polk.	105	Calhoun.	99	Alachua.	61	Lee.	49
20	Levy.	101	101	Levy.	102	Levy.	99	Hernando.	60	Marion.	48
21	Nassau.	101	101	Nassau.	102	Marion.	99	Marion.	59	Hillsborough.	47
22	Sumter.	100	100	DeSoto.	101	Osceola.	97	Wakulla.	58	Nassau.	47

23	Marion.....	99	Marion.....	100	Washington.....	87	Washington.....	51	Jackson .....	57	Alcorn.....	40
24	Calhoun.....	95	Sumter.....	100	Wakulla.....	86	Clay.....	49	Sumter.....	57	Clay.....	44
25	Citrus.....	95	Citrus.....	98	Gadsden.....	82	Monroe.....	49	Marion.....	54	Escambia.....	44
26	Wakulla.....	92	Jackson.....	95	Columbia.....	81	Levy.....	48	Levy.....	53	Manatee.....	44
27	Jefferson.....	90	Wakulla.....	95	Jackson.....	81	Nassau.....	48	Bradford.....	5	Duval.....	43
28	Pasco.....	90	Gadsden.....	94	Baker.....	80	Bradford.....	47	Clay.....	50	Levy.....	39
29	Washington.....	90	Calhoun.....	93	Citrus.....	80	Lafayette.....	46	Washington .....	50	Wakulla.....	39
30	Jackson.....	89	Pasco.....	91	Hernando.....	80	Baker.....	44	Gadsden .....	49	Bradford.....	38
31	Santa Rosa.....	87	Washington .....	91	Jefferson.....	80	Santa Rosa.....	44	Nassau.....	49	Columbia.....	38
32	Gadsden.....	86	Santa Rosa.....	90	Lafayette.....	80	Columbia.....	43	Columbia.....	48	Taylor.....	38
33	Columbia.....	84	Suwannee.....	89	Lee.....	80	Jackson.....	42	Santa Rosa.....	48	Gadsden.....	37
34	Lafayette.....	84	Columbia.....	85	Liberty.....	80	Calhoun.....	41	Suwannee .....	48	Walton.....	35
35	Suwannee.....	84	Liberty.....	85	Walton.....	80	Gadsden.....	41	Monroe.....	47	Citrus.....	34
36	Liberty.....	83	Lafayette.....	84	Bradford.....	79	Suwannee.....	40	Lafayette.....	46	Santa Rosa.....	34
37	Lee.....	80	Lee.....	80	Clay.....	79	Walton.....	40	Liberty.....	44	Jefferson.....	32
38	Walton.....	79	Bradford .....	78	Santa Rosa.....	79	Lee.....	38	Baker.....	43	Leon.....	32
39	Bradford .....	78	Clay .....	78	Suwannee.....	78	Liberty.....	38	Madison.....	42	Suwannee.....	32
40	Clay.....	78	Walton .....	78	Taylor.....	78	Jefferson.....	37	Walton.....	41	Liberty.....	31
41	Taylor.....	77	Hamilton .....	77	Pasco.....	74	Taylor.....	37	Calhoun.....	38	Holmes.....	30
42	Baker.....	74	Taylor.....	77	Holmes.....	71	Leon.....	36	Lee.....	38	Jackson.....	30
43	Hamilton .....	74	Baker.....	73	Manatee.....	71	Hamilton.....	31	Taylor .....	37	Hernando .....	27
44	Holmes.....	65	Madison.....	73	Hamilton.....	68	Madison.....	30	Hamilton.....	34	Hamilton.....	25
45	Madison.....	65	Holmes.....	65	Madison.....	58	Holmes.....	25	Holmes .....	24	Madison.....	24

**TABLE XIV.—Showing Aggregate Salaries Paid Teachers.**

1897-88.															
COUNTIES.															
		Both Races.		White.		Negro.		Males.		Females.					
				White.		Negro.		White.		Negro.					
In State..		\$528,871.63		\$421,028.62		\$107,843.01		\$168,791.10		\$54,433.66		\$52,237.52		\$53,409.36	
Alachua...	...	27,476.20	...	19,504.30	...	535.00	...	2,569.50	...	535.00	...	1,015.50	...	3,729.45	
Baker...	...	4,120.00	...	3,585.00	...	7,971.90	...	8,112.00	...	4,242.45	...	11,392.50	...	...	
Bradford...	...	8,833.25	...	7,993.25	...	840.00	...	4,660.75	...	840.00	...	3,322.50	...	...	
Brevard...	...	10,000.50	...	8,645.50	...	1,355.00	...	1,841.50	...	960.00	...	6,504.00	...	395.00	
Calhoun...	...	3,615.25	...	2,921.25	...	694.00	...	1,122.75	...	694.00	...	1,798.50	...	...	
Citrus...	...	6,330.00	...	5,550.00	...	780.00	...	2,015.00	...	500.00	...	3,535.00	...	280.00	
Clay...	...	7,200.00	...	5,965.00	...	1,235.00	...	2,571.25	...	755.00	...	3,393.50	...	480.00	
Columbia...	...	11,083.00	...	7,968.00	...	3,115.00	...	3,920.00	...	1,470.00	...	4,048.00	...	1,615.00	
Dade...	...	7,381.50	...	6,569.50	...	1,312.00	...	1,807.50	...	752.00	...	4,762.00	...	560.00	
DeSoto...	...	13,582.75	...	13,257.75	...	325.00	...	8,485.25	...	325.00	...	4,772.50	...	...	
Duval...	...	47,641.25	...	32,912.25	...	14,729.00	...	8,973.00	...	4,710.50	...	23,939.25	...	10,018.50	
Eseambia...	...	21,717.20	...	16,499.30	...	5,217.90	...	2,428.25	...	2,119.45	...	14,071.05	...	3,098.45	
Franklin...	...	3,450.00	...	2,850.00	...	600.00	...	1,040.00	...	240.00	...	1,810.00	...	360.00	
Gadsden...	...	8,156.50	...	5,743.00	...	2,413.50	...	2,220.00	...	1,559.50	...	3,523.00	...	854.00	
Hamilton...	...	7,034.00	...	5,462.75	...	1,571.25	...	2,915.00	...	1,196.25	...	2,547.75	...	375.00	
Hernando...	...	5,492.50	...	4,902.50	...	590.00	...	1,395.00	...	515.00	...	3,507.50	...	75.00	
Hillsborough...	...	39,049.25	...	34,834.25	...	4,215.00	...	11,600.25	...	1,895.00	...	23,224.00	...	2,350.00	
Holmes...	...	3,444.35	...	3,265.85	...	178.50	...	2,177.36	...	178.50	...	1,058.49	...	...	
Jackson...	...	13,236.00	...	10,708.00	...	2,528.00	...	5,310.00	...	1,997.50	...	5,398.00	...	530.50	
Jefferson...	...	8,745.00	...	6,169.00	...	2,576.00	...	2,820.00	...	1,516.00	...	3,349.00	...	1,060.00	

Lafayette...	4,970.25	4,870.25	100.00	2,935.00	100.00	1,935.25	.....
Lake...	16,820.35	14,193.75	2,626.60	5,415.00	1,722.60	8,778.75	904.00
Lee...	2,945.00	2,805.00	140.00	933.75	.....	1,871.25	140.00
Leon...	14,395.00	8,200.00	6,195.00	2,855.00	2,845.00	5,345.00	3,340.00
Levy...	8,814.25	7,278.25	1,536.00	3,354.00	1,188.00	3,924.25	348.00
Liberty ...	1,785.00	1,365.00	420.00	845.00	340.00	520.00	80.00
Madison...	11,298.75	8,802.50	2,496.25	5,406.75	1,991.25	3,395.75	505.00
Manatee...	7,912.00	7,724.50	187.50	4,839.50	.....	2,885.00	187.50
Marion...	24,342.50	15,941.50	8,401.00	5,769.00	2,000.00	10,172.50	6,401.00
Monroe ...	10,170.00	7,010.00	3,160.00	1,420.00	1,440.00	5,590.00	1,720.00
Nassau ...	10,532.50	7,157.50	3,375.00	1,750.00	1,200.00	5,407.50	2,175.00
Orange ...	23,063.46	18,613.51	4,449.95	4,749.50	1,514.75	13,864.01	2,935.20
Osceola...	7,124.75	6,608.75	516.00	3,247.25	516.00	3,361.50	.....
Pasco...	7,722.25	7,184.15	537.50	3,166.00	537.50	4,018.75	.....
Polk ...	22,795.00	20,950.00	1,845.00	8,405.00	760.00	12,545.00	1,085.00
Putnam ...	16,098.75	11,188.75	4,910.00	3,630.00	2,650.00	7,558.75	2,260.00
St. Johns...	12,065.00	9,422.50	2,642.50	3,131.25	1,022.50	6,291.25	1,620.00
Santa Rosa...	8,870.41	7,964.75	905.66	4,293.25	266.66	3,671.50	639.00
Sumter ...	7,999.00	6,374.00	1,625.00	2,240.00	1,261.25	4,134.00	363.75
Suwannee...	11,955.75	9,190.75	2,765.00	5,036.25	1,580.00	4,154.50	1,185.00
Taylor...	3,215.75	3,131.75	84.00	2,592.50	54.00	539.25	30.00
Volusia ...	16,367.25	12,755.50	3,611.75	3,780.00	2,466.75	8,975.50	1,145.00
Wakulla...	3,050.25	2,359.00	691.25	1,934.00	516.25	425.00	175.00
Walton ...	7,971.91	7,051.91	920.00	3,888.74	840.00	3,163.17	80.00
Washington...	8,498.00	7,578.00	920.00	5,190.00	620.00	2,388.00	300.00

TABLE XV.—Showing Taxation for Education for the School Year 1897-98.

1897-98.									
COUNTIES									
In State..	Assessed Value of Real and Personal Property for 1897.	State One Mill Tax.		County Tax.			Polls.		
		Levied in 1897.	Taxes 1897 Collected.	Mills Levied.	Am't Levied.	Am't Collected.	Per cent. of Taxes Collected.	Assessed.	Collected.
\$95,117,156.36	\$95,117.17	\$8,683.13	\$462,006.57	\$345,959.85	92	75	\$68,068	\$1,721	
Alachua..	3,895,674.39	3,895.67	3,639.77	5	19,478.37	17,965.04	93	4,280	1,537
Baker ..	598,545.00	598.55	588.37	5	2,992.72	2,886.42	98	465	282
Bradford..	1,587,153.00	1,587.15	1,498.84	4¾	7,538.98	7,288.96	94	1,203	832
Brevard..	2,547,577.00	2,547.58	2,192.83	5	12,737.89	9,829.45	86	1,179	508
Calhoun..	542,034.00	542.03	541.08	5	2,710.17	2,229.33	100	546	314
Citrus...	1,464,930.00	1,464.93	1,280.34	5	7,324.65	5,918.37	87	(24	332
Clay.....	1,088,223.00	1,088.22	1,007.56	4	4,352.89	2,660.90	93	770	473
Columbia..	2,022,754.80	2,022.75	1,841.45	5	10,113.77	7,574.13	91	2,502	1,023
Dade..	2,156,587.00	2,156.59	2,041.60	5	10,782.93	10,215.42	95	647	215
DeSoto..	2,105,408.00	2,105.41	1,715.52	5	10,527.04	8,216.71	81	1,647	672
Duval...	8,939,685.00	8,939.69	8,045.02	5	44,698.43	31,529.46	90	9,216	953
Escambia..	4,569,677.00	4,569.68	4,497.07	5	22,848.40	16,272.12	98	3,436	1,166
Franklin..	859,493.29	859.49	859.49	5	4,297.47	1,721.60	100	921	3
Gadsden..	1,082,203.00	1,082.20	1,051.89	5	5,411.02	4,993.53	97	1,420	885
Hamilton..	1,254,991.00	1,254.99	1,179.28	3½	4,392.47	3,165.93	94	1 90-	1 90-

Hernando..	1,015,477.78	1,015.48	935.99	5	5,077.38	3,363.81	92	66	505	240
Hillsborough..	7,928,830.00	7,928.83	7,275.94	5	39,644.15	27,407.24	92	69	3,800	2,612
Holmes..	595,518.00	595.52	565.58	5	2,977.59	2,590.18	95	87	1,105	626
Jackson..	1,860,464.64	1,860.46	1,760.33	5	9,302.32	8,919.25	95	96	2,2.8	1,735
Jefferson ..	1,526,319.78	1,526.32	1,477.93	5	7,631.59	7,327.00	97	96	3,202	.65
Lafayette ..	697,590.00	697.59	663.34	5	3,487.95	3,233.18	95	93	837	498
Lake..	2,604,847.00	2,604.85	2,320.01	5	13,024.33	11,062.07	89	85	1,511	807
Lee ..	1,379,297.00	1,379.30	1,270.87	4½	5,862.01	4,917.45	92	84	506	308
Leon..	2,169,245.00	2,169.25	2,163.14	5	10,846.23	10,789.42	100	99	1,361	500
Levy ..	1,221,370.00	1,221.37	1,177.73	5	6,106.85	4,974.20	96	81	675	589
Liberty..	318,699.00	318.70	270.22	4	1,274.79	1,218.32	85	96	234	129
Madison..	1,565,526.00	1,565.53	1,550.74	4	6,262.10	5,682.59	99	91	1,842	1,141
Manatee..	1,303,203.00	1,303.20	1,046.14	5	6,516.02	3,085.57	80	47	467	281
Marion ..	4,822,169.43	4,822.17	4,324.59	5	24,110.85	9,464.58	90	39	3,250	621
Monroe..	1,873,830.00	1,873.83	1,662.40	5	9,369.15	8,367.02	89	89	928	367
Nassau ..	1,989,919.00	1,989.92	1,841.38	5	9,949.59	7,398.04	93	74	818	460
Orange..	3,887,441.00	3,887.44	3,486.09	4¾	18,465.34	12,131.47	90	66	1,509	1,61
Osceola ..	1,512,077.15	1,512.08	1,316.65	5	7,560.39	5,264.83	87	71	29	55
Pasco..	1,417,139.33	1,417.14	1,271.89	5	7,085.69	6,171.50	90	87	167	438
Polk..	3,618,950.00	3,618.95	3,327.68	5	18,094.75	15,767.70	92	87	1,457	1,718
Putnam..	2,966,876.00	2,966.88	2,753.53	4½	13,350.94	7,462.46	93	56	1,356	1,543
St. Johns..	2,585,786.49	2,585.79	2,504.38	5	12,928.93	11,691.79	97	90	1,258	333
Santa Rosa..	1,416,745.00	1,416.75	1,416.75	5	7,083.73	3,320.92	100	47	857	208
Sumter..	1,579,363.35	1,579.36	1,358.36	5	7,896.81	5,594.05	86	71	864	51
Suwannee..	1,684,672.18	1,684.67	1,621.42	5	8,423.36	5,220.42	96	62	1,617	1,145
Taylor ..	449,470.00	449.47	388.19	4½	2,022.62	1,413.78	86	70	550	228
Volusia..	3,097,430.00	3,097.43	2,919.68	5	15,487.15	9,429.26	94	61	651	600
Wakulla..	466,568.00	466.57	454.68	5	2,332.84	1,399.63	97	60	583	40
Walton....	1,531,312.76	1,531.31	1,329.11	3½	4,359.59	4,264.71	87	98	1,015	407
Washington..	1,316,083.99	1,316.08	1,248.28	4	5,264.33	4,510.04	95	86	1,175	716



TABLE XVI.—Showing Total Receipts and Sources from Which School Funds Were Derived

1897-98. COUNTIES.	Total.	Balance Cash on on Hand.	Interest on Permanent Fund.	State one Mill Tax.		County Levy.	Back Taxes 1896-95-94.	Poll Tax.		County Examina- tion Fees.	Non-Resident Pupils	Sub-District Tax.	From all Other Sources.
				1897.	1896 and Previous Years.								
								Apportion- ment Nov. 1897.	Apportion- ment May, 1898.				
In State....	\$683,568.09	\$ 52,832.08	\$ 34,738.50	\$ 48,633.90	\$ 48,633.90	\$345,959.85	\$ 67,887.03	\$31,721	\$ 7,541	\$ 1,973.00	\$ 546.04	\$18,254.05	\$24,847.74
Alachua..	31,955.88	1,457.80	2,077.50	2,908.50	2,908.50	17,965.04	438.96	1,837	458	112.00	55.29	668.29	1,069.00
Baker .....	5,328.08	.....	318.00	445.20	445.20	2,886.42	739.21	282	4	33.00	.....	175.05	.....
Bradford ..	12,648.92	.....	814.50	1,140.30	1,140.30	7,288.96	41.07	852	774	73.00	.....	524.79	.....
Brevard..	12,945.01	47.37	362.00	503.80	503.80	9,829.45	1,041.69	508	61	26.00	.....	.....	55.90
Calhoun..	6,812.70	2,442.23	236.00	330.40	330.40	2,229.33	508.09	314	80	7.00	.....	1.00	225.25
Citrus....	10,988.61	1,007.12	283.50	396.90	396.90	5,918.37	291.99	332	112	21.00	.....	2,153.83	75.00
Clay .....	7,541.17	86.91	484.00	677.60	677.60	2,660.90	1,971.25	473	50	.....	111.10	.....	348.78
Columbia.	15,775.06	1,516.2	1,084.00	1,517.60	1,517.60	7,574.13	1,155.78	1,023	139	64.00	.....	123.70	60.00
Dade..	14,493.89	2,882.01	233.50	326.90	326.90	10,215.42	62.04	245	.....	14.00	.....	.....	194.12
DeSoto..	22,810.80	6,864.60	761.50	1,066.10	1,066.10	8,216.71	2,816.43	672	.....	41.00	15.00	651.49	6 9.87
Duval..	45,135.22	10.82	2,107.50	2,950.50	2,950.50	31,529.46	3,159.84	973	48	148.00	.....	.....	1,257.59
Escambia.	30,552.75	1,476.95	1,275.00	1,785.00	1,785.00	16,272.12	5,573.27	1,163	914	45.00	20.00	.....	239.40
Franklin..	4,158.83	478.73	182.50	255.50	255.50	1,721.60	985.00	3	272	5.00	.....	.....	.....
Gadsden..	11,662.99	64.77	1,128.00	1,579.20	1,579.20	4,993.53	1,374.74	885	.....	51.00	.....	.....	7.55
Hamilton..	6,943.47	.....	658.50	921.90	921.90	3,165.93	.....	721	.....	68.00	.....	286.76	199.48
Hernando .....	7,198.34	83.32	202.00	282.80	282.80	3,363.81	769.67	240	24	12.00	.....	1,448.75	489.19
Hillsborough..	47,689.58	382.89	1,625.00	2,275.00	2,275.00	27,407.24	9,974.45	2,612	1,040	68.00	.....	.....	30.00
Holmes..	5,014.18	.....	470.00	658.00	658.00	2,590.18	.....	626	.....	12.00	.....	.....	.....
Jackson..	16,758.37	.....	1,589.50	2,225.30	2,225.30	8,919.25	.....	1,735	.....	64.00	.....	.....	.....
Jefferson..	13,844.94	71.64	1,308.50	1,831.90	1,831.90	7,327.00	419.00	765	178	81.00	.....	.....	31.00

Lafayette..	5,291.88	210.08	341.50	478.10	3,233.18	498	14.00	38.92
Lake..	24,975.13	5,639.28	636.00	890.40	11,062.07	807	58.00	
Lee..	6,400.12	602.39	142.00	198.80	4,917.45	308	6.00	
Leon ..	20,881.45	4,009.11	1,449.50	2,029.30	10,789.42	500	34.00	40.82
Levy ..	13,370.13	1,284.88	582.50	815.50	4,974.20	589	36.00	99.55
Liberty..	2,203.60	187.01	159.50	223.30	1,218.32	129	8.00	55.17
Madison..	11,990.81	180.98	1,281.00	1,793.40	5,682.59	1,141	50.00	68.50
Manatee..	6,543.82	2.36	421.00	589.40	3,035.57	281	20.00	89.67
Marion ..	35,571.80	954.43	1,772.00	2,480.80	9,464.58	621	139.00	*4,022.50
Monroe..	11,763.40	38.31	686.50	975.10	8,367.02	367	11.00	333.37
Nassau ..	14,008.92	60.29	625.00	875.00	7,398.04	460	67.00	938.40
Orange..	22,918.64		933.00	1,306.20	12,131.41	1,764	71.00	4,330.28
Osceola..	9,659.70	2,217.43	316.00	442.40	5,364.83	355	16.00	71.26
Pasco ..	14,043.20	43.53	397.50	556.50	6,171.50	498	40.00	758.18
Polk..	31,775.62	2,977.40	1,045.00	1,463.00	15,767.70	1,188	62.00	+1,643.20
Putnam..	17,351.45	1,370.46	837.50	1,172.50	7,462.46	1,343	71.00	3,145.46
St. Johns	16,285.55	7.94	329.50	741.30	11,691.79	333	30.00	138.77
Santa Rosa	11,259.41	.84	901.00	1,261.40	3,320.92	208	35.00	
Sumter ..	10,910.48	659.87	496.00	694.40	5,594.05	571	32.00	2,168.76
Suwannee	13,700.67		1,087.00	1,521.80	5,220.42	1,145	44.00	824.37
Taylor..	3,934.62	526.42	308.50	431.90	1,413.78	228	29.00	387.12
Volusia..	25,489.48	10,384.94	767.50	1,074.50	9,429.26	600	50.00	418.50
Wakulla..	4,801.71	1,704.48	337.00	471.80	1,399.63	400	17.00	
Walton...	8,716.23	896.19	728.50	1,019.90	4,264.71	407	58.00	3.70
Washington.	9,375.44		747.00	1,045.80	4,510.04	716	29.00	348.63
							29.00	
							260.00	

\*Semi-annual Apportionment of One Mill Tax of May 15, 1897, Amount \$2,764, included.

†Semi-annual Apportionment of One Mill Tax of May 15, 1897.

TABLE XVII —Showing Total Expenditures for Schools.

COUNTIES.	Grand Total.	On Debt of Previous Years.	Interest on Indebtedness.	Salaries of Teachers.	Salaries of County Superintendents.	Traveling Expenses of County Superintendents.	Commissions of Treasurers.	Milieuage and Per Diem of School Boards.	Incidental Expenses of Boards, Principals and Teachers' Examinations.	Teachers' Institutes or Summer Schools.	For all Other Purposes.
In State..	\$786,951.23	\$7,697.65	\$10,516.70	\$228,871.63	\$30,986.71	\$1,679.00	\$3,137.81	\$8,854.28	\$3,762.93	\$2,380.13	\$18,116,027.20
Alachua..	38,197.33	4,135.99	427.02	27,479.20	1,200.00	...	647.83	211.50	285.56	119.5	2,418.15
Baker..	5,461.81	267.76	...	3,120.70	300.00	...	59.54	148.50	35.51	19.70	440.50
Bradford..	12,164.61	252.36	518.69	8,833.25	600.00	15.76	326.93	211.50	36.36	52.60	1,436.96
Brevard..	17,610.92	3,522.00	538.47	10,039.50	900.00	16.00	...	266.80	108.86	46.21	2,214.16
Calhoun..	4,780.91	...	...	3,615.25	334.00	30.00	68.42	213.40	198.99	14.86	286.00
Citrus..	10,189.76	857.00	77.80	6,330.00	600.00	9.70	335.46	159.00	30.06	43.80	1,767.00
Clay..	9,898.67	...	...	7,200.00	600.00	10.00	151.45	149.50	41.60	28.04	1,04.50
Columbia..	17,998.72	375.96	175.32	11,083.00	600.00	...	305.54	137.40	12.70	86.96	5,111.6
Dade..	12,666.49	...	91.76	7,881.60	499.96	...	...	331.00	142.31	40.80	3,679.15
DeSoto..	16,516.95	192.15	...	13,582.75	600.00	120.00	...	276.00	52.06	47.30	1,603.69
Duval..	64,949.48	3,862.80	1,347.67	47,641.25	1,500.00	36.40	...	589.18	285.09	113.44	9,503.80
Escambia..	24,023.69	5,466.40	1,228.71	21,717.20	1,116.65	131.50	...	294.50	185.93	53.90	3,722.90
Franklin..	4,832.73	...	...	2,450.00	160.00	...	143.38	80.20	84.05	...	969.10
Gadsden..	9,802.04	610.11	...	8,158.50	600.00	15.00	194.92	115.00	1.15	42.83	6.11
Hamilton..	10,392.52	2,305.43	...	7,634.00	480.00	27.00	134.84	204.00	115.60	68.00	23.75
Hernando..	7,885.59	483.95	133.64	5,462.50	486.00	15.00	135.19	128.00	45.61	37.00	918.73
Hillsborough..	47,173.49	2,100.33	657.89	39,049.25	1,900.00	390.00	...	77.00	57.10	74.50	2,976.73
Holmes..	4,317.23	...	...	3,444.35	470.00	16.00	105.28	149.50	52.30	24.00	56.10
Jackson..	16,758.35	600.00	947.68	13,238.00	1,000.00	...	332.50	418.60	46.00	87.00	90.77
Jefferson..	13,688.44	2,765.37	326.94	8,746.00	680.00	7.90	241.47	181.00	70.30	37.28	968.48

Lafayette	6,039.42	.....	.....	.....	4,970.25	360.00	.....	135.43	264.70	8.00	21.50	.....	272.54
Lake..	19,947.49	.....	628.25	.....	16,820.35	1,080.00	200.00	375.67	124.90	157.88	54.50	.....	566.01
Lee ..	5,256.62	.....	800.00	.....	2,945.00	362.50	71.00	109.00	104.00	142.07	13.00	.....	710.05
Leon..	21,769.24	.....	.....	.....	14,395.00	1,350.00	25.00	380.36	127.20	35.40	63.80	.....	F,40.43
Levy..	12,578.70	.....	1,500.00	169.67	8,814.25	600.00	.....	213.14	243.00	69.54	36.00	.....	93.10
Liberty	2,767.80	.....	340.54	.....	1,785.00	150.00	14.12	44.73	177.40	6.00	20.01	.....	231.00
Madison..	16,349.23	.....	3,000.00	120.00	11,298.75	810.00	.....	245.97	169.20	183.06	59.40	.....	462.85
Manatee..	13,667.74	.....	3,763.57	478.18	7,912.00	720.00	.....	133.56	149.60	.....	31.80	.....	419.03
Marion..	35,604.58	.....	6,534.55	256.40	24,342.50	870.00	10.46	686.61	212.80	78.41	109.40	.....	2503.45
Monroe ..	13,698.06	.....	300.00	18.00	10,170.00	480.00	35.00	.....	74.00	50.10	11.00	.....	2559.56
Nassau..	22,425.22	.....	8,006.59	956.81	10,532.50	616.60	13.85	258.76	286.35	189.00	96.50	135.00	1,372.86
Orange..	27,687.12	.....	1,800.33	174.22	23,063.46	1,200.00	36.50	586.54	206.40	69.97	73.45	7.00	469.25
Osceola..	10,711.26	.....	1,163.20	.....	7,124.75	540.00	8.47	199.86	242.80	.....	15.00	.....	1,417.18
Pasco ..	13,976.88	.....	4,246.19	476.99	7,722.25	650.00	13.60	227.52	130.60	19.50	63.00	.....	123.53
Polk..	27,810.32	.....	150.00	281.86	22,795.00	1,000.00	15.50	40.26	294.80	103.15	19.00	40.25	3,020.50
Putnam..	18,153.45	.....	325.54	.....	16,098.75	900.00	.....	.....	220.80	74.37	40.50	.....	493.49
St. Johns..	20,586.42	.....	3,938.39	444.54	12,065.00	720.00	46.00	305.22	119.20	65.86	50.10	366.00	2,666.11
Santa Rosa	11,531.67	.....	.....	.....	8,870.41	600.00	39.65	.....	172.70	99.30	56.30	12.8	1,688.48
Sumter..	9,678.11	.....	.....	215.77	7,999.00	600.00	.....	.....	172.40	53.08	63.30	20.00	267.56
Suwannee..	17,088.66	.....	2,356.27	729.31	11,955.75	600.00	.....	259.25	252.20	.....	64.10	.....	81.78
Taylor..	4,366.23	.....	.....	.....	3,215.75	300.00	11.45	85.66	186.60	83.91	54.40	.....	423.46
Volusia ..	20,999.63	.....	216.67	26.00	16,367.25	800.00	200.00	385.80	285.55	186.63	62.70	.....	2,469.03
Wakulla..	4,731.36	.....	.....	.....	3,050.25	220.00	35.00	87.15	168.40	45.20	19.20	.....	1,106.16
Walton..	10,118.70	.....	218.50	.....	7,971.91	480.00	15.15	.....	203.50	21.79	47.45	.....	1,160.00
Washington..	9,937.56	.....	181.89	.....	8,498.00	480.00	20.00	193.77	202.50	54.22	58.85	12.81	235.52

TABLE XVIII.—Distributing Expenditures "For All Other Purposes," in Table XVII.

COUNTIES	1897-98.	In State.. . . .											All Unclassified Expenses.			
		Total.	School Lots.	New Buildings.	Repairs on Buildings.	Furniture.	Apparatus.	Insurance.	Rent.	Janitors.	Fuel.	Incidentals.	Free Text Books.	County Line Pupils.		
		\$73,027.20	\$ 1,318.26	\$22,399.71	\$11,967.42	\$ 8,498.65	\$ 6,660.28	\$ 1,566.86	\$ 2,140.31	\$ 3,634.97	\$ 1,269.72	\$ 4,714.72	\$ 1,480.85	\$ 242.10	\$ 7,135.35	
Alachua..		3,433.51	25.00	1,631.57	282.45	1,283.62	.....	.....	.....	.....	.....	137.33	.....	.....	73.54	
Baker..		440.50	15.00	348.00	50.00	10.00	.....	.....	16.00	.....	1.50	.....	.....	.....	.....	
Bradford..		1,436.96	.....	125.00	276.78	.....	158.33	60.00	16.00	.....	.....	1.50	.....	99.35	700.00	
Brevard..		2,214.15	.....	652.00	416.83	326.79	.....	.....	9.00	.....	.....	22.50	667.93	.....	119.10	
Calhoun..		285.00	.....	25.00	.....	.....	260.00	.....	.....	.....	.....	.....	.....	.....	.....	
Citrus..		1,767.00	.....	715.00	218.00	10.00	617.00	.....	.....	.....	.....	56.00	14.00	.....	137.00	
Clay..		1,645.50	.....	175.00	29.90	102.92	962.50	.....	18.00	23.39	13.45	139.76	.....	34.00	146.58	
Columbia..		5,181.26	5.00	4,353.70	104.59	165.78	200.00	124.00	.....	.....	.....	128.19	.....	.....	.....	
Dade..		3,679.15	.....	1,703.75	113.24	74.33	279.56	246.45	147.44	79.40	13.00	321.98	.....	.....	.....	
DeSoto..		1,606.69	.....	481.99	962.04	48.05	.....	23.50	20.00	20.95	1.25	48.91	.....	.....	.....	
Duval..		9,593.30	8.75	615.81	3,161.30	1,180.12	.....	182.46	255.00	1,461.00	510.81	1,695.42	7.05	11.75	503.13	
Escambia..		3,772.90	273.75	.....	1,119.29	603.35	.....	185.20	271.00	502.00	336.60	355.65	.....	.....	126.66	
Franklin..		959.10	.....	.....	495.25	124.60	.....	30.00	21.00	98.00	39.80	140.45	.....	.....	10.00	
Gadsden..		66.51	.....	.....	.....	.....	2.85	23.25	.....	.....	.....	30.00	.....	.....	10.41	
Hamilton..		23.75	.....	.....	.....	20.00	.....	.....	.....	3.75	.....	.....	.....	.....	.....	
Hernando..		918.73	5.00	224.37	7.85	18.00	.....	.....	.....	.....	.....	44.50	286.01	.....	333.00	
Hillsborough..		2,976.73	.....	821.43	301.57	611.57	.....	50.50	628.00	284.98	39.40	164.78	.....	33.75	40.75	
Holmes..		56.00	.....	.....	.....	.....	38.50	17.50	.....	.....	.....	.....	.....	.....	.....	
Jackson..		90.77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90.77	
Jefferson..		863.28	5.00	436.00	244.00	31.50	.....	50.00	25.00	1.00	.....	70.78	.....	.....	.....	



TABLE XIX.—Showing, (1) Total Expenditure for Negro Schools, Including Proportionate Cost of Administration Based on Enrollment; (2) Cost per Pupil.

COUNTIES	Total.	Salaries of Teachers.	Cost of County Superintendent.	Expense County Boards.	Examinations and Summer Schools.	Lots, Buildings, Furniture, Etc.	Debt and Interest.	All Other Purposes.	Cost per Pupil Based on School:			Average Attendance
									Population.	Enrollment.		
In State.....	\$171,485.56	\$107,843.01	\$ 10,912.28	\$ 4,056.91	\$ 1,114.12	\$ 10,066.10	\$ 28,300.59	\$ 9,182.55	\$ 2.58	\$ 4.20	\$	6.20
Alachua.....	12,491.66	7,971.90	612.00	243.30	61.07	595.53	2,469.92	531.94	2.43	4.18		5.85
Baker....	705.22	535.00	61.20	36.43	10.15	.....	45.52	16.92	3.12	3.39		4 90
Bradford .....	1,206.74	840.00	110.84	44.69	16.65	6.35	109.98	78.23	1.88	2.58		3.94
Brevard..	2,454.96	1,355.00	192.15	78.88	9.49	54.81	739.62	25.01	10.31	10.45		15.74
Calhoun....	896.56	694.00	88.32	94.85	3.42	.....	.....	15.97	3.72	5.27		6.95
Citrus..	1,148.20	780.00	97.55	27.04	7.01	2.00	149.57	85.03	5.34	9.73		17.48
Clay....	1,524.32	1,235.00	109.80	41.53	10.98	44.25	.....	82.76	4.12	5.41		7.40
Columbia..	4,131.52	3,115.00	282.00	89.35	40.87	201.32	279.38	143.60	1.85	2.47		3.91
Dade....	2,659.36	1,312.00	149.99	141.99	12.24	821.69	27.53	193.92	*29.12	*11.53		* 8.73
DeSoto.....	364.82	325.00	21.60	11.04	1.42	.....	5.76	.....	5.98	6.08		7.53
Duval....	21,178.28	14,729.00	813.65	343.88	68.74	920.97	2,708.34	1,593.70	3.39	6.34		9.65
Escambia .....	9,157.83	5,217.90	444.77	163.35	18.33	623.10	2,274.98	415.40	3.21	5.00		5.67
Franklin .....	943.80	600.00	58.50	64.06	6.24	92.45	.....	122.55	2.23	4.19		6.74
Gadsden....	3,417.55	2,413.50	381.30	72.01	26.57	.....	378.27	145.90	1.03	1.52		2.25
Hamilton.....	2,638.31	1,571.25	162.24	102.24	21.76	.....	737.74	43.08	2.56	3.91		6.33
Hernando....	1,363.28	590.00	160.32	55.58	11.84	195.72	200.80	149.02	3.16	6.01		9.34
Hillsborough....	5,117.50	4,215.00	357.00	22.81	26.27	.....	469.00	27.42	3.28	5.97		7.95
Holmes....	448.07	178.50	160.38	63.53	7.92	.....	.....	34.74	5.46	7.4		12.80
Jackson....	4,148.29	2,528.00	460.00	213.72	40.02	.....	276.00	630.51	.97	1.03		2.61
Jefferson....	6,081.72	2,576.00	440.93	173.48	27.96	385.00	2,244.16	234.19	1.15	2.12		2.91

Lafayette....	132.91	100.00	7.20	5.45	.43	15.50	.....	4.33	5.54	5.78	7.82
Lake....	3,400.37	2,626.60	358.40	79.18	15.23	.....	175.91	145.05	5.81	6.0	8.50
Lee....	213.78	140.00	17.34	9.84	.52	.....	32.00	14.08	9.23	10.6	15.27
Leon....	11,277.33	6,195.00	1,127.50	133.33	56.42	2,814.26	.....	90.82	1.3	3.44	4.9
Levy..	2,537.61	1,536.00	186.00	96.89	11.16	.....	517.60	189.90	2.88	4.66	7.31
Liberty..	710.63	420.00	62.37	69.69	7.60	.....	129.41	21.56	2.43	3.90	6.2
Madison....	4,979.32	2,496.25	437.40	190.22	32.08	5.75	1,684.80	132.82	1.34	2.17	3.19
Manatee..	398.77	187.50	28.80	5.98	1.27	.....	169.67	5.55	6.4	7.38	9.3
Marion..	15,334.48	8,401.00	519.47	171.81	64.55	1,534.08	4,006.66	636.91	3.36	4.37	6.86
Monroe....	3,927.61	3,160.00	159.65	38.47	3.41	25.56	98.58	412.00	2.94	5.92	8.5
Nassau..	9,000.80	3,375.00	302.62	228.17	111.31	370.95	4,302.43	310.32	6.74	9.37	14.22
Orange....	5,945.53	4,449.95	445.14	99.49	28.96	.....	710.84	211.15	5.3	5.9	8.80
Osceola ...	807.04	516.00	60.33	26.71	1.65	.....	127.95	74.40	5.27	8.24	9.61
Pasco....	1,091.98	537.50	59.72	13.51	5.73	.....	425.09	50.4	11.14	10.4	12.0
Polk....	2,657.31	1,845.00	121.86	47.75	11.91	387.81	51.82	191.16	6.81	7.16	9.16
Putnam....	5,698.91	4,910.00	432.00	141.68	19.44	12.33	156.26	27.20	3.45	4.77	7.03
St. Johns....	4,988.86	2,642.50	268.10	64.77	145.64	24.10	1,534.03	509.52	7.24	8.72	13.37
Santa Rosa	1,467.35	905.66	134.33	57.12	14.52	238.00	.....	117.72	1.6	2.85	3.0
Sumter..	2,014.32	1,625.00	168.00	63.13	75.68	67.17	.....	14.74	4.06	4.3	7.84
Suwannee..	4,800.20	2,765.00	234.00	98.36	25.00	327.60	934.28	415.96	2.15	3.46	5.26
Taylor..	137.93	84.00	18.69	16.23	3.26	.....	.....	15.75	2.56	2.42	4.0
Volusia..	4,569.50	3,611.75	330.00	155.82	20.69	182.14	80.05	189.02	5.16	6.46	8.62
Wakulla..	1,041.98	691.25	99.45	83.80	7.49	117.12	.....	43.37	1.82	2.50	4.0
Walton..	1,052.84	920.00	64.37	29.34	6.17	.....	28.41	4.55	2.29	3.0	5.19
Washington..	1,220.21	920.00	105.00	53.91	15.05	.....	38.20	88.05	2.09	2.35	3.33

\*Discrepancy due to great increase in negro population since last census.



TABLE XX.—Showing Values of School Property Owned by County Boards.

1897-98. COUNTIES	Grand Total.	Lots.			Buildings.			Furniture.			Apparatus.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State..	\$755,824	\$107,396	\$82,193	\$25,203	\$514,230	\$427,781	\$86,449	\$99,346	\$83,243	\$16,103	\$34,852	\$29,953	\$4,899
Alachua.....	57,814	3,950	2,105	1,245	42,125	29,350	12,715	9,599	6,554	3,045	2,140	1,410	730
Baker.....	3,060	205	185	20	2,170	2,015	155	340	320	20	345	320	25
Bradford..	11,140	1,195	1,085	110	8,580	8,060	520	.....	.....	.....	1,365	1,315	50
Brevard..	19,955	2,995	2,895	100	11,950	11,400	550	2,850	2,850	.....	2,160	2,025	135
Calhoun..	1,449	74	74	.....	980	980	.....	85	85	.....	310	270	40
Citrus.....	10,755	445	435	10	7,100	6,950	150	1,755	1,585	170	1,455	1,360	95
Clay.....	12,626	1,120	845	275	9,825	7,560	2,265	1,618	1,397	221	63	23	40
Columbia ..	14,705	825	615	210	11,420	10,395	1,025	1,350	1,055	295	1,110	810	300
Dade.....	19,539	5,260	5,110	150	10,525	9,925	600	3,026	2,546	480	728	598	130
DeSoto ..	14,387	805	805	.....	10,870	10,870	.....	2,252	2,247	5	460	460	.....
Duval.....	87,644	17,195	9,230	7,965	58,310	38,120	20,190	8,529	6,179	2,350	3,610	2,780	830
Escambia..	62,649	13,715	10,165	3,550	37,095	33,220	3,875	9,419	8,209	1,210	2,420	1,935	485
Franklin..	5,658	725	625	100	4,375	3,985	390	405	375	30	153	135	18
Gadsden..	7,555	.....	.....	.....	6,692	5,100	1,592	863	638	225	.....	.....	.....
Hamilton..	2,995	320	320	.....	2,110	2,110	.....	565	490	75	.....	.....	.....
Hernando ..	8,360	790	735	55	6,500	6,000	500	1,045	1,000	45	25	25	.....
Hillsborough..	37,728	5,185	5,185	.....	25,150	23,560	1,590	5,170	4,820	350	2,223	2,178	45
Holmes.....	2,945	305	305	.....	1,865	1,865	.....	200	200	.....	575	575	.....
Jackson..	12,993	1,555	1,290	265	9,050	7,275	1,775	1,723	1,478	245	665	665	.....
Jefferson..	7,500	900	275	625	5,690	3,025	2,665	910	780	130	.....	.....	.....
Lafayette..	3,764	106	106	.....	2,315	2,300	15	741	736	5	602	595	7
Lake.....	15,734	1,110	1,080	30	12,400	12,100	300	1,934	1,894	40	290	280	10
Lee.....	8,930	765	765	.....	6,850	6,850	.....	1,005	1,005	.....	310	300	10
Leon.....	24,446	3,223	2,153	1,070	17,293	12,276	5,017	2,689	1,263	1,416	1,241	734	507
Levy.....	7,319	409	291	118	5,495	4,400	1,095	1,170	1,000	180	245	220	25

Liberty..	1,991	100	100	1,530	1,530	1,530	.....	228	201	25	135	110	25
Madison ..	8,891	1,050	990	5,755	5,035	720	.....	1,546	1,317	229	540	515	25
Manatee..	13,320	940	940	10,720	10,720	.....	.....	1,660	1,660	.....	.....	.....	.....
Marion..	44,781	5,200	3,985	32,410	25,380	7,030	.....	7,146	6,254	892	25	.....	25
Monroe..	26,395	10,950	7,450	10,750	9,250	1,500	.....	3,630	2,630	1,000	1,065	765	300
Nassau..	17,104	2,840	1,970	12,550	9,005	3,545	.....	1,226	1,016	210	498	268	120
Orange..	32,646	5,516	4,356	22,910	19,375	3,535	.....	3,414	3,044	370	806	689	117
Osceola..	3,780	300	300	2,755	2,755	.....	.....	397	397	.....	328	328	.....
Pasco..	10,967	890	890	8,290	8,290	.....	.....	1,787	1,787	.....	.....	.....	.....
Polk...	17,965	485	445	11,805	11,075	730	.....	4,265	4,195	70	1,410	1,370	40
Putnam..	10,930	2,295	2,230	6,400	4,050	2,350	.....	1,950	1,230	700	305	205	100
St. Johns..	28,333	5,190	3,345	18,210	13,310	4,900	.....	3,305	2,735	570	1,628	1,420	208
Santa Rosa..	11,157	1,000	825	7,450	5,950	1,500	.....	1,092	1,092	.....	1,615	1,390	225
Sumter..	6,455	.....	.....	5,235	4,635	600	.....	1,220	995	225	.....	.....	.....
Suwannee..	12,305	1,000	895	8,815	7,725	1,090	.....	2,155	1,520	635	335	335	.....
Taylor..	2,626	.....	.....	2,095	2,085	10	.....	.....	.....	.....	531	531	.....
Volusia..	27,965	5,540	5,345	18,540	17,640	900	.....	3,300	2,880	420	585	490	95
Wakulla..	4,635	230	175	3,335	2,830	505	.....	720	595	125	350	250	100
Walton..	2,362	68	68	520	520	.....	.....	74	74	.....	1,700	1,700	.....
Washington	9,566	625	605	7,420	6,930	490	.....	1,010	915	95	511	474	37

TABLE XXI. Showing Character of School Property Owned by County Boards.

1897-98. COUNTIES	Grand Total.	Kinds of School Buildings.									Number of Rooms.		
		Brick.			Frame.			Log.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State . . . . .	2,121	14	11	3	1,855	1,435	420	252	192	60	2,705	2,076	630
Alachua . . . . .	115	1	1		110	69	41	4	2	2	154	97	57
Baker . . . . .	41				28	24	4	13	12	1	42	37	5
Bradford . . . . .	54				52	44	8	2	1	1	69	50	9
Brevard . . . . .	37				37	35	2				43	41	2
Calhoun . . . . .	27				16	14	2	11	6	5	31	24	7
Citrus . . . . .	35				35	29	6				41	35	6
Clay . . . . .	48				44	40	4	4	3	1	53	50	3
Columbia . . . . .	66				66	48	18				76	56	20
Dade . . . . .	16				16	15	1				24	22	2
DeSoto . . . . .	63				50	50		13	11	2	74	72	2
Duval . . . . .	79	5	2	3	68	45	23	6	3	3	163	107	56
Escambia . . . . .	65				60	44	16	5	2	3	103	76	27
Franklin . . . . .	6				6	4	2				15	12	3
Gadsden . . . . .	71	1	1		56	36	20	14	2	12	74	42	32
Hamilton . . . . .	57				43	35	8	14	6	8	58	42	16
Hernando . . . . .	17				17	14	3				28	23	5
Hillsborough . . . . .	92	1	1		88	73	15	3	3		130	108	22
Holmes . . . . .	24				17	17		7	7		24	24	
Jackson . . . . .	86				66	44	22	20	17	3	97	71	26
Jefferson . . . . .	41				37	18	19	4	2	2	48	24	24
Lafayette . . . . .	47				15	14	1	32	32		48	47	1
Lake . . . . .	41	1	1		39	37	2	1	1		57	55	2
Lee . . . . .	17				17	16	1				20	19	1
Leon . . . . .	72	1	1		68	31	37	3	1	2	85	40	45
Levy . . . . .	24				24	24					29	29	
Liberty . . . . .	5				4	4		1	1		5	5	
Madison . . . . .	79				62	46	16	17	12	5	82	60	22
Manatee . . . . .	37				34	32	2	3	3		43	46	2
Marion . . . . .	114				116	72	44	2		2	157	93	64
Monroe . . . . .	11				11	9	2				31	22	9
Nassau . . . . .	44	1	1		42	33	9	1	1		55	41	14
Orange . . . . .	69	1	1		60	44	16	8	8		104	77	27
Osceola . . . . .	15				13	13		2	2		20	20	
Pasco . . . . .	42				40	35	5	2	2		46	41	5
Polk . . . . .	84	1	1		79	73	6	4	4		109	97	12
Putnam . . . . .	26				26	20	6				42	29	14
St. Johns . . . . .	31	1	1		29	25	4	1	1		46	36	10
Santa Rosa . . . . .	18				18	16	2				27	22	5
Sumter . . . . .	37				37	31	6				48	41	7
Suwannee . . . . .	85				76	52	24	10	5	5	94	63	31
Taylor . . . . .	25				12	12		23	22	1	35	34	1
Volusia . . . . .	49				45	37	8	3	3		64	53	12
Wakulla . . . . .	33				30	20	10	3	3		35	25	10
Walton . . . . .	6				5	5		1	1		6	6	
Washington . . . . .	56				41	36	5	15	13	2	59	52	7

TABLE XXII.—Showing School Furnishings Owned by School Boards.

1897-98. COUNTIES.	*Whole No. of Desks.	Number Double Patent Desks.			Number Single Patent Desks.			Number Square Yards Good Blackboard Surface.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	22,441	16,694	13,405	3,289	5,747	4,999	748	35,429	29,121	6,308
Alachua	2,124	1,841	1,194	647	283	145	138	1,368	1,042	326
Baker	16	16	16	...	...	...	...	119	112	7
Bradford	146	146	146	...	...	...	...	514	479	35
Brevard	598	481	471	10	117	117	...	534	498	36
Calhoun	...	...	...	...	...	...	...	80	51	9
Citrus	450	450	397	53	...	...	...	358	333	25
Clay	213	178	117	61	35	35	...	343	280	63
Columbia	217	217	217	...	...	...	...	625	483	142
Dade	713	50	50	...	663	505	158	187	158	29
DeSoto	289	289	289	...	...	...	...	539	527	12
Duval	3,063	2,246	1,307	939	807	807	...	2,225	1,524	701
Escambia	2,007	1,841	1,617	224	166	156	10	869	703	166
Franklin	10	...	...	...	10	10	...	119	94	25
Gadsden	85	76	76	...	9	9	...	247	189	58
Hamilton	...	...	...	...	...	...	...	538	461	77
Hernando	189	139	139	...	50	50	...	582	286	296
Hillsborough	851	780	780	...	71	71	...	1,096	1,023	73
Holmes	...	...	...	...	...	...	...	220	220	...
Jackson	166	160	160	...	6	6	...	473	479	154
Jefferson	231	231	231	...	...	...	...	325	245	80
Lafayette	44	42	42	...	2	2	...	192	190	2
Lake	598	498	498	...	100	100	...	877	864	13
Lee	334	62	62	...	272	272	...	190	190	...
Leon	448	448	166	282	...	...	...	960	500	460
Levy	60	60	60	...	...	...	...	3,402	2,572	830
Liberty	92	...	...	...	92	92	...	61	38	23
Madison	95	79	79	...	16	16	...	629	567	62
Manatee	403	385	385	...	18	18	...	2,354	2,354	...
Marion	1,918	1,874	1,399	475	44	44	...	1,417	979	438
Monroe	667	667	473	194	...	...	...	3,302	2,442	860
Nassau	156	156	156	...	...	...	...	312	211	101
Orange	924	573	503	70	351	317	34	854	704	150
Osceola	106	106	106	...	...	...	...	96	88	8
Pasco	235	219	219	...	16	16	...	270	270	...
Polk	650	418	418	...	232	232	...	771	732	39
Putnam	591	30	30	...	561	307	254	896	527	369
St. Johns	841	141	34	107	700	700	...	542	453	89
Santa Rosa	259	233	233	...	26	26	...	510	500	10
Sumter	718	716	564	152	...	...	...	4,105	3,765	340
Suwannee	175	175	175	...	...	...	...	503	448	55
Taylor	30	30	30	...	...	...	...	173	173	...
Volusia	1,463	489	420	69	934	845	149	677	606	71
Wakulla	135	98	98	...	37	37	...	576	452	124
Walton	...	...	...	...	...	...	...	49	49	...
Washington	143	74	48	26	69	64	5	158	150	8

\*Does not include home made desks or property not owned by County Boards.

TABLE XXIII.—Showing Financial Condition of County School Boards.

1897-98.

COUNTIES

	Total Receipts, Excluding Sub-District Funds and Borrowed Money.	Total Warrants Issued During the Year.	Net Debt Created During the Year.	Warrants of the Year Unpaid July 1, 1898.	Borrowed Money of the Year Unpaid.	Old Debts Unpaid.	Total Indebtedness, July 1, 1898.	Cash on Hand.	Net Cash over Liabilities, in Treasury July 1, 1898.	Actual Indebtedness of the County Board, July 1, 1898.
In State.....	\$685,543.44	\$736,951.23	\$94,621.53	\$53,534.26	\$34,926.74	\$46,679.12	\$165,120.12	\$43,971.01	\$20,647.0	\$141,915.08
Alachua.....	31,267.69	33,197.3	6,929.74	9,172.43	1,500.00	10,672.43	2,862.69	.....	.....	8,409.74
Baker.....	5,153.03	6,561.81	468.78	408.78	.....	408.78	.....	.....	.....	408.78
Bradford.....	12,124.13	13,164.67	40.54	.....	2,124.63	2,124.63	.....	2,094.09	.....	40.54
Brevard.....	12,945.01	17,610.92	4,665.91	4,665.91	.....	4,665.91	.....	.....	.....	4,665.91
Calhoun.....	6,702.70	4,780.91	.....	.....	.....	.....	.....	1,921.73	1,921.73	.....
Citrus.....	8,834.78	10,198.76	1,364.98	4,238.33	.....	.....	4,238.33	2,883.35	.....	1,254.98
Clay.....	7,541.17	9,898.65	2,357.48	2,444.42	.....	4,143.23	6,587.65	86.94	.....	6,500.71
Columbia.....	15,651.36	17,998.72	2,347.36	98.83	2,720.50	2,821.23	5,680.56	16.01	.....	5,064.55
Dade.....	14,499.89	12,666.48	.....	130.00	.....	.....	1,823.41	5,772.86	5,642.36	.....
DeSoto.....	22,159.31	16,516.95	.....	.....	.....	.....	130.00	.....	.....	.....
Duval.....	45,185.23	64,947.48	19,842.25	19,816.85	.....	140.38	19,857.43	2,519	.....	19,364.24
Escambia.....	20,537.7	24,023.69	3,470.94	2,561.37	3,500.00	13,899.97	19,961.34	2,830.43	.....	17,370.91
Franklin.....	4,168.83	4,832.73	723.90	898.37	.....	.....	388.37	174.47	.....	723.90
Gadsden.....	11,683.99	9,832.04	3,765.51	3,760.26	.....	.....	3,780.26	1,860.95	1,860.95	.....
Hamilton.....	6,666.71	10,362.52	.....	.....	.....	.....	.....	44.45	.....	3,786.51
Hernando.....	5,749.59	7,985.59	2,196.00	2,196.00	.....	.....	2,135.00	.....	.....	2,135.00
Hillsborough.....	47,689.53	47,717.49	.....	.....	6,205.83	.....	6,205.83	6,731.92	536.09	.....
Holmes.....	5,014.18	4,317.23	.....	.....	.....	2,804.32	2,804.32	.....	.....	2,297.37
Jackson.....	16,768.35	16,768.35	.....	.....	.....	3,673.03	3,673.03	.....	.....	3,673.03
Jefferson.....	13,844.94	13,698.44	.....	.....	.....	2,974.51	2,974.51	146.69	.....	2,827.82

Lafayette..	5,291.88	6,039.42	747.54	375.24	700.00		1,075.24	327.70		747.54
Lake..	24,959.94	19,947.49						4,448.45		
Lee..	6,400.12	5,256.62		58.50			58.50			
Leon..	20,881.45	21,769.24	887.79	887.79			887.79			887.79
Levy..	12,870.08	12,578.70						291.38		
Liberty..	2,203.60	2,767.80	564.20	773.29		17.10	790.39	209.09		581.30
Madison..	11,990.87	16,349.23	4,358.36	5,054.13			5,054.13	695.77		4,358.36
Manatee..	6,542.82	13,667.74	7,123.92	3,555.28	3,571.00		7,126.28	2.36		7,123.92
Marion..	34,246.47	35,604.58	1,258.11	2,055.96	37.48	7,180.50	9,273.94	797.85	*	8,476.09
Monroe..	11,763.40	13,698.06	1,934.66	1,934.72		1,077.00	3,011.72	.06		3,011.66
Nassau..	14,008.92	22,425.22	8,416.30	171.22	8,416.30		8,587.52	171.22		8,416.30
Orange..	22,321.09	27,657.12	5,363.03	463.03	4,900.00	1,906.19	7,269.22			7,269.22
Osceola	9,649.70	10,711.26	1,051.56	1,074.61			1,074.61	23.05	*	1,051.56
Pasco....	11,612.01	13,976.88	2,364.87	2,364.87			2,364.87			2,364.87
Polk..	27,745.17	27,810.32	65.15	65.15			65.15			65.15
Putnam..	17,222.18	18,153.45	930.57	1,041.07			1,041.07	110.50		930.57
St. Johns..	16,235.55	20,586.42	4,300.87	4,306.08		2,000.00	6,306.08	5.21		6,300.87
Santa Rosa..	11,289.41	11,531.67	242.26	611.65	2,750.00	9.19	3,370.84	1,640.72		1,730.12
Sumter..	10,910.48	9,678.11				2,400.73	2,400.73	102.68	*	2,298.05
Suwannee..	12,508.13	17,088.66	4,580.53	4,580.53		300.00	4,880.53		*	4,880.53
Taylor..	3,984.62	4,366.23	381.61	381.61			381.61			381.61
Volusia..	24,309.96	20,999.63		1,179.52		391.54	1,571.06	4,489.85		
Wakulla..	4,801.71	4,731.36		225.00			225.00	295.35		
Walton....	8,716.23	10,118.70	1,402.47	1,461.34			1,461.34	58.87		1,402.47
Washington..	9,375.54	9,937.56	562.12	562.12			562.12			562.12

\*Impossible to reconcile contradictory statements in the report of the County.

†Cash that other statements require to be on hand.



## CHAPTER VI.

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### Special Reports of County Superintendents.

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The present State Superintendent, before issuing any Biennial Report, has requested each County Superintendent to furnish for publication, over his own signature, a brief report (not to embrace over two printed pages) of school affairs in his county.

This report is bi-ennial and intended to be supplementary to the regular statistical annual reports required by law to be made by each of these officers. In 1894, 53½ per cent. of the County Superintendents complied with this request; in 1896, 73½ per cent.; for this report, 100 per cent. So the prediction, in the report of 1896, is fulfilled, to-wit; "This will yet become the most popular feature of the State Superintendent's Report; two years hence these officers will welcome the privilege and will vie with each other in their efforts to report progress from their several counties." The length of a few of these reports demonstrates the zeal with which some have entered into this work, transgressing far beyond the prescribed limit of two pages, but as others failed to occupy so much space, it was determined to publish all without abridgement. When one had something to say and said it with zeal and force, my consent could not be obtained to mutilate his piece.

These reports are all worthy of perusal, and abound in accounts of progress, in good intentions, and, in many cases, in wise suggestions, and prove conclusively that as a body the executive officers in county school administrations are waking in interest and giving more time and thought to their schools. This, taking the place of past indifference and much perfunctory service, augurs advancement in all matters educational, for the County Superintendent is the mainspring of the machinery. The people are becoming more enlightened as to the importance of that officer, and those failing to rise to the responsibility of the position may as well prepare for retirement to the shades of private life.

It is admitted that some of these reports may be rather fulsome in praise of small achievements, or have colored in



too roseate tints, improvements which in reality count for but little; still, as a whole, the reports may be relied upon as presenting the situation very accurately, and furnish the most reliable data for estimating what has been done, and for determining what is needful to be done to help the public schools to greater success.

In their recommendations of necessary amendments to law, it is to be expected that diversity of opinion will exist, but by the careful reading of each individual report, both as to what is actually said and what may be plainly read between the lines, one may get a pretty clear conception of the real condition of schools in the several counties, and may arrive at a tolerably correct estimate of how much importance to attach to the suggestions in each individual report. These officers, as a body, are growing more in earnest, and are thinking as never before; and, being in position to learn by actual tests, the strong and weak points in the system, it would be wise on the part of legislators desiring to strengthen the school system, to scrutinize these reports and to weigh the suggestions made.

While there is diversity of opinion on some matters, there is great unanimity in recommending certain changes in the laws. In such cases, the changes would doubtless be wise.

Each report was directed to the State Superintendent, but the formal introduction and closing, not being material, was stricken in the interest of curtailment, and may cause the opening and closing of some reports to appear somewhat awkward. But there was really no necessity for consuming three or more lines in addressing the State Superintendent, or in explanatory remarks introducing each report. The same was true in regard to the closing.

The reports now follow in the alphabetical order of the counties, and are signed by the County Superintendent of each.

## ALACHUA COUNTY.

In obedience to your request, I hereby make you a brief report on the condition of educational affairs in this county, for two years ending June 30, 1898.

During the period of time embraced in the report, the schools have had a steady growth and development. All the school houses and furniture demolished by the cyclone have been rebuilt and replaced, in almost every instance better buildings and equipments being the result.

### THE GAINESVILLE GRADED AND HIGH SCHOOL.

The Gainesville Graded and High School, which, on account of the financial stringency incident to the freeze and other disasters, had been reduced to a term of six months, has again been extended to an eight months' term. The last two months of this school serve as the County Normal School, where every white teacher, prospective or otherwise, may attend free of charge. By this plan we are to some extent independent of your generosity in furnishing us a State Normal School; however, we always accept this supplement to our efforts with pleasure.

### UNION ACADEMY.

Union Academy, the colored graded school in this city, has recently been enlarged by the addition of another story. It is now one of the most imposing school structures in the State. It will comfortably house about 700 pupils. This school also runs eight months, the last two of which serve the same purpose as the white school referred to above.

### TAKES A HOPEFUL VIEW OF THE FUTURE.

We take a very hopeful view of the future when we are constrained to say that, with few exceptions, perhaps no county in the State has a more loyal, enthusiastic and self-sacrificing body of teachers than has Alachua. The most difficult problem for solution at our hands is how to make our salaries commensurate with the just demands of our teachers.

### SOME LEGISLATION IMPERATIVELY NECESSARY.

Notwithstanding the fact that some years have elapsed since the freeze, and that various enterprises and industries have sprung up since, which should in a large measure, if not entirely, offset the loss sustained by this calamity, we

are annually confronted by a decline in our valuations. Now, if something be not speedily done in the way of a more just and equitable plan of assessment, or if the constitutional tax limit of five mills be not removed, our schools in this county must inevitably retrograde.

#### RESOLUTIONS OF TEACHERS.

The following resolutions were passed by the Alachua County Teachers' Association:

Whereas, The school law of our fair State was intended to establish a uniform system of examination—a system by which the certificates of each grade should be uniform throughout the State; and

Whereas, The law in practice has largely failed to accomplish this end, for which it was passed; and

Whereas, We feel that the slackness of the authorities of some counties in granting certificates works an injustice on the teachers of other counties in the State where the authorities are more strict; and

Whereas, We feel that it is highly important to the school interest of our state that every grade of certificate should be uniform and transferable throughout the State; therefore, be it

Resolved, That we, the teachers of Alachua county, do respectfully ask of our representatives and senator that they do earnestly use every honest effort at the next session of the legislature to have our present school law so amended as to provide for a State, instead of a County, Grading Committee.

Resolved, That the said Committee shall be composed of twelve, twenty-four or some multiple of twelve, of the most competent teachers of the State, and that the said Committee shall be appointed by the State Board of Education.

Resolved, That a copy of these resolutions be sent to each member of the legislature of our county and to the senator of our district, and that a copy be sent to State Superintendent Sheats, and also that a copy be published with the minutes of our meeting.

WILLIAM M. HOLLOWAY,  
County Superintendent.

## BAKER COUNTY.

In compliance with your request, I will make a short statement regarding the schools of Baker county, from July 1st, 1896, to July 1st, 1898.

### NEW BUILDINGS.

The school buildings destroyed by the storm of 1896 have been replaced with new and more comfortable ones, by expending the money apportioned for building purposes, instead of having the schools taught. By so doing we have a fairly good frame building in almost every district.

### GROWTH.

The total attendance in this county has greatly increased. There are now forty-five schools established, five of which are for colored children. Had the School Board adhered to the three-mile limit, the number of schools would be fewer. To the contrary, five new schools have been established.

### CHARACTER OF TEACHERS.

We have but four resident teachers in the county. While the uniform examination has reduced the number of our teachers, it has raised the standard of scholarship.

We endeavor to give our resident teachers almost steady employment, that they may make teaching a profession, and live by it. You see by the above statement that we have to import the larger number of our teachers, but we have been (with few exceptions) successful in getting good, enthusiastic teachers. It has been a little difficult the past year to secure teachers to supply the demand, at the time needed.

### SUB-DISTRICTS.

We have one sub-district, comprising three schools. The money accruing from this special tax is being expended in lengthening the term, and in improving buildings.

### ATTENDANCE.

The average attendance was not as good as we would like, but think my report will show an increase over that of previous years. We believe our schools have made a step forward, and we will endeavor to keep them on the upward move. There is much yet to be done, but lack of school revenue is one fearful obstacle. Unless we are enabled to

run a longer term than four months, and establish a High School, our advancement will be slow.

#### FINANCES.

Our teachers are paid promptly. When we have no money in the treasury, we borrow—the Board paying the discount.

#### INTEREST MANIFESTED.

I am pleased to state that there is more interest manifested, both by parents and teachers, in school work, than ever.

#### SUGGESTIONS.

I would suggest that the clause, “nor more than five mills,” be stricken, and that the levy be placed in the hands of the County School Boards. I also favor a State Grading Committee.

CHAS. DINKINS,  
County Superintendent.

### BRADFORD COUNTY.

In compliance with your request, I have the honor to transmit herewith a brief account of the educational status of Bradford county for 1897 and 1898.

#### GRADING THE SCHOOLS.

I would suggest that the clause, “nor more than five of the county, feeling that it is impossible for any County Superintendent to advance his work rapidly until he classifies and systematizes it. Each school is required to furnish a complete grading of every pupil to aid in classification of same at beginning of next year.

#### FINANCE.

Our financial condition is kept within the bounds of our ability to pay, yet we feel the pressing need of more funds. We keep our teachers on a cash basis, although on account of the delay in the collection of taxes, we have to pay interest to our local bank to cash the warrants. The County Treasurer pays the indebtedness as fast as he collects, thereby shortening the time of interest.

#### SCHOOL BUILDINGS.

The fearful storm of 1896 swept away all the school houses in the western part of the county. We have replaced them

with stronger and better buildings. In doing this we had to draw heavily on our funds.

#### SCHOOL TERM LENGTHENED.

We have increased our school term one month. I have made unceasing efforts with both patrons and teachers to increase the average attendance in the schools. The result is a growing one, yet it is far from what I wish it to be.

#### HIGH SCHOOLS.

From the beginning of my work in the schools, I have felt an earnest desire to inculcate in the pupils a desire for higher aims in life, and preparation for nobler womanhood and manhood. The result of my work in that line has been a source of keen gratification, as we have more young people in the High Schools now fitting themselves for useful work than ever before in the county's history.

We have four schools in the county where the higher branches are taught—Lake Butler, Providence, Starke and Hampton.

We have established a county High School at Starke, with an eight months' term.

#### SUB-DISTRICTS.

We have three sub-districts. Their two years ended in the summer, when they held their elections, and almost unanimously elected the continuance of taxes for sub-district schools.

#### COUNTY TEACHERS' ASSOCIATION.

We have a well-attended Teachers' Association, which meets monthly. Our teachers rank high in their interest in association work.

#### SUMMARY.

There has been a marked growth of true school spirit in patrons, pupils and teachers during the last two years. We are doing the best possible with the limited means at command, and feel that our greatest need is more funds.

F. G. SCHELL,  
County Superintendent.

## BREVARD COUNTY.

While my annual report shows a slight decrease in numbers and average attendance, there is really a stronger interest in education than ever. The morale and tone of the schools are excellent. Our people wish to have improved school facilities. Good schools and good roads are now the order of the day, consequently they favor increased taxation for these purposes.

## FINANCE.

The debt which appears by the report has been caused by the non-collection of taxes, about 22½ per cent. remaining uncollected on June 30th. A part can be charged to purchase of supplies.

## / FREE TEXT BOOKS.

The adoption of free text books has been of great value to the schools. The expense for the second year, just ended, was \$662 for 1,117 pupils, or 59¼ cents per pupil. The loss of books has been trifling, and the condition of the books much better, in the average, than when they were private property.

JOHN H. SAMS,  
County Superintendent.

## CALHOUN COUNTY.

In reply to your request, I give you the following items in regard to school affairs in this county:

## GROWING INTEREST.

We are still improving all along the line of education. We are having better teachers each succeeding year. The Board of Public Instruction have been very progressive for the last two years, using every means in their power to help raise the standard of education. Our people show their interest by building better school houses, in clamoring for longer terms, etc.

## TEACHERS WILLING TO WORK.

Teachers are always ready to do good work for us, because:  
First. We pay them punctually with warrants worth 100 cents on the dollar anywhere in the United States.

Second. They know that when their work is done, their salary is ready and paid promptly.

Those who work for us once are willing to do so again. We pay our teachers according to grade, which I think is a good method, as it instills into the teacher a stimulating force to try to rise higher in the scale of knowledge.

#### COUNTY INSTITUTE.

We generally hold two institutes each year, and would be pleased to hold them oftener if we could, but owing to lack of railroad facilities it is rather expensive on teachers to meet more than twice during the year.

#### THE EXAMINATION LAW STILL O. K.

I am still pleased with the Examination Law, thanks to our State Superintendent. He has done a great deal of good to County Superintendents in having such a law to guide and govern them. It has worked other blessings towards the cause of education which are well known throughout the State.

#### SOME VERY GOOD SCHOOLS.

We have some good schools in the county, notably We-wahitchka, with an enrollment of 100 pupils, taught by two first grade teachers.

Our financial condition is very good. We pay every dollar we contract for, and have a balance on hand at the end of the scholastic year. This balance helps us out until taxes come in the succeeding fall and winter.

#### "TO WHAT DO WE OWE OUR PROSPERITY?"

Our prosperity in school matters dates back to the second year of State Superintendent Sheats' official career. We got the old system pretty well shaken off by the end of 1894, thanks to the system laid down by our brave State Superintendent, who stood by the helm of State education, although opposed by a great many. The firm stand he has taken has proven a blessing, and Calhoun county owes him a debt of gratitude, and thanks him for his bravery and individuality.

#### SUGGESTIONS.

We still need legislation to enable us to raise more funds to run our schools eight months. I am somewhat opposed to State Uniformity of text-books just at present.

My reason may seem selfish, which is as follows:



Calhoun county has never been so well supplied with books as at present, and to lay aside the greater part of the books now in use and buy others would almost ruin our schools. Our people are generally poor and unable to buy new series of books every few years. I merely make this statement for my own county.

I could mention other legislation, but I consider the matter in this light: A State Superintendent who has been elected by the people and indorsed after four years' work in the cause of education, who knows the condition of every county in the State, and I might say of every school in each county, can be trusted to advise the Legislature as to the educational Legislation needed.

I am satisfied he does know and will do right.

P. F. FISHER,  
County Superintendent.

## CITRUS COUNTY.

I have the pleasure of submitting to you this general report of the progress and condition of the public schools of Citrus county for the past two years.

### ATTENDANCE.

Thirty-two schools have been maintained with an enrollment of 742, and an average attendance of 565 for the year ending June 30, 1898. The report of 1896 shows an enrollment of 737, and an average attendance of 492. While there has been very little change in the enrollment, the attendance has increased 4 per cent.

### DISCIPLINE.

The morale of the schools has been good, and discipline has not been difficult to maintain. The study of such books as Page on Teaching, and White's School Management, as brought forward in the uniform examinations, has had a good effect in this direction, as well as improving the methods of teaching.

### GRADE OF TEACHERS.

There has been a gradual improvement in the grade of teachers' certificates. The force employed at present (1898-99) shows thirteen 1st grade teachers and two 3d grade, as against

nine 1st grade and six 3d grade in 1896. The tendency in our training schools and teachers' associations is to elevate the profession and raise the standard of education.

#### LOSS OF REVENUE.

It is a matter of deep regret that our revenues are decreasing. The assessed valuation of property in Citrus county in 1896, was \$1,629,780. By the last assessment (1898), it is \$1,305,616, a decrease of \$324,164. This causes a direct loss to the school fund of about \$1,500 per year. Our county school tax was already five mills, hence could not be increased. It has been a difficult problem to keep up the standard in the schools on this diminished revenue. Four things have been suggested and attempted with this end in view, viz.; Money has been borrowed; salaries have been lowered; sub-district levies encouraged; and schools consolidated as much as circumstances would permit.

#### TEACHERS' WARRANTS AT PAR.

To accomplish this and yet keep within its income, the Board has borrowed money each year to pay teachers' warrants from November until April. After this time, the tax collections are sufficient to refund this money and keep up school expenses. In 1897, a debt which had been carried over, was not paid until September. To meet this deficiency, the school term was shortened one month, making it four months for that year. At present we have \$1,894.51 cash on hand. Our indebtedness is \$1,500, leaving us a balance in the treasury of \$394.51 over our indebtedness.

#### SALARIES.

By the report of 1895 and '96, it appears that the cost per pupil, in Citrus county, was the highest in the State, with the exception of two counties. The teacher's salary was based on grade of certificate held. A change has been made in this respect. The salary is now based upon the enrollment and attendance, and the studies required to be taught in each school, thus placing it as nearly as practicable upon a *pro rata* basis. This has reduced the cost of the schools several hundred dollars.

#### TRANSPORTATION.

Wherever it has been found to be economy to pay for the transportation of children in small schools to other school nearby, the Board has recommended this course, and sought to

introduce it. Our experience shows that three small schools can be transported to another school for about the same amount as would be required to maintain one school. This plan has been adopted with two small schools the present term. By this plan, the children are more regular in their attendance, and the increased number adds to the interest of the school.

#### SUB-DISTRICTS.

The number of sub-districts has increased from ten to fifteen in the past two years. The full assessment for 1898 is \$2,678.86, ranging from one to three mills in each sub-district. All of the white schools in the county except five, are embraced in these districts. This fund is used first to secure a good school house, keep it in repair, and then to lengthen the school term. In several of the small schools the monthly salaries of the teachers are supplemented from this fund. A convention of sub district trustees was held last June, in which school matters were discussed. We hope something was accomplished in promoting co-operation between the School Board and Boards of Sub-district Trustees, and that more satisfactory results will follow.

#### NEW BUILDINGS.

Four new school buildings have been erected, one purchased, and one room added to another at a total expense of \$2,465. For repairs and improvements, \$250 have been paid, for furniture, apparatus, charts, maps, etc., \$500. Of this entire amount, about \$1,500 have been paid from sub-district funds and private subscriptions. The policy of the Board has been to furnish only the material for new buildings. The total valuation of school buildings in the county to January 1st, 1899, is \$8,300. Insurance to the amount of \$4,500 is carried on five of the best buildings.

#### DESKS AND APPARATUS.

All of our schools are furnished with patent desks, good blackboards, charts, wall-maps and stoves. Old blackboards have been repainted, or replaced by new ones. One thousand square feet of new blackboard have been put up. One fourth of this is real slate, the remainder hyloplate. The latter is less expensive, and more satisfactory. An effort has also been made to furnish all the schools with pure drinking water. Cisterns have been recommended for this purpose.

## SCHOOL OFFICE AND LIBRARIES.

Through the kindness of the Library Association, the library building with its furnishings and library, has come into the possession of the Board of Public Instruction. In addition to its uses as a library, it provides a convenient and comfortable office for the Board. The County Commissioners make an annual appropriation sufficient to keep it in repair. The library is yet small, containing about one hundred and fifty volumes, books of reference, history and general literature.

A teachers' library, consisting of books adapted especially to the needs of teachers, has been recently started. This has a nucleus of about twenty volumes.

## TEACHERS' ASSOCIATION.

A teachers' association has been kept up for a number of years, and still continues with interest and profit to its members. Subjects relating to their profession, methods and plan of work are discussed at each meeting. Attendance on its meetings is required by the Board of every white teacher under contract.

## GRADED AND HIGH SCHOOLS.

There are in the county three graded schools with two teachers each, and one high school with three teachers. Each of these schools is doing a good work. One of them, the Crystal River School, is continued through the summer as a private school, without expense to the county, for review, and special training for teachers, and those qualifying themselves to teach. It is presided over by Mrs. L. A. Bennett, an estimable Christian lady of culture and refinement, and one who has justly earned the reputation of being an able and successful teacher.

## SCHOOL BOOKS.

The contract for text-books expired last July. A new contract has been made, to cover a period of five years. While some of the old books have been retained, spellers, grammars, arithmetics, algebras, geographies and readers have been changed. A course of supplementary reading has also been recommended. The suggestions of the Text-book Committee, appointed by the Superintendents' Convention, have been followed in making these changes.

## SCHOOLS VISITED.

The schools have all been visited and inspected by the Superintendent. Everything of importance pertaining to each

school, character of instruction, discipline, etc., is carefully noted in a book kept for the purpose.

#### SUGGESTIONS.

1. The sub-district law needs to be amended.
2. The general revenue law should be so amended as to secure more prompt collections. To secure the collection of poll tax from the negro, the man who employs him, should be made responsible for his poll tax.
3. Plans and specifications should be prepared by the State for convenient and comfortable school buildings. It is painfully evident that in many instances, buildings better arranged and better adapted to the needs of schools, could have been built for the same expenditure of time and money.

In concluding this report it is a pleasure to state that our citizens generally pay their taxes for schools cheerfully, that our school officers are zealous and faithful, and our teachers capable, painstaking and diligent in school work.

CHAS. S. YOUNG,  
County Superintendent.

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#### CLAY COUNTY.

In accordance with request, I herewith send you a report of the condition of the public schools of Clay county.

#### GRADING OF SCHOOLS.

The schools of this county have continued to advance. The work in the schools is being carried on more generally by the improved methods of teaching, yet I find it very difficult to grade the schools in the rural districts, as in such schools there are girls and boys whose school life will close with the term, making it necessary for such pupils to confine themselves to some particular study. It is almost impossible to grade schools and keep them graded where the attendance is as above stated, yet we have succeeded in being able to classify many of our schools into well graded country schools.

The condition of the schools is good. The conduct and character of same is progressive, the principal cause of which is the progressive spirit manifested by the teachers of the county. I cannot speak too highly of the teachers of Clay county for their zealous efforts to place their individual schools first in character and progress.

## COUNTY HIGH SCHOOL.

Under the present management the course of study is practical and sufficiently comprehensive to fit those completing it for the active duties of life. Pupils completing this course are prepared to enter the junior classes of our best colleges. The work during the past session has been much more satisfactory and more successful than ever before, and, under the present management I think will rank with any of the schools of the same character throughout the State.

## FINANCES.

While it is a pleasure to speak so highly of the conduct and condition of our schools and of the work being done by our teachers, I regret to have to say that the county school fund is behind. The cause is attributable to the insufficiency of the funds to meet the necessary expenses the Board is by law compelled to incur.

## THE SCHOOL BOARD.

I think under the management of our present Board retrenchment will be made in every way possible, and in a short time, with the help of our Legislature, our school fund will be sufficient to enable us to increase the length of term.

## SCHOOLS AND BUILDINGS.

We have 46 white and 9 negro schools, with an enrollment of 1,045 white pupils and 260 negro pupils. Total enrollment, 1,305.

Since my last report we have done very little building, only in the way of repairs. Nearly every school district has a comfortable school building furnished with the necessary furniture.

## UNIFORM EXAMINATIONS.

While some do not favor the present law of uniform examinations, I heartily endorse it, from the fact that it has given to the State of Florida better teachers and more successful educators than the State ever had before. I once thought it most too rigid, but after witnessing the great benefits derived from it, I can do nothing more than to favor it in its entirety.

## PAY OF TEACHERS.

I oppose the custom of paying teachers according to the number of pupils, but favor paying according to grade of cer-

tificate and the success they attain in teaching, which is in accordance with the spirit of the uniform examinations.

#### OTHER SUGGESTIONS.

As in my last report, I favor a compulsory school law.

I favor a higher rate of taxation for school purposes.

In regard to minimum and maximum levy for school purposes, I do not favor either. I do not think that a county should be compelled to levy three mills if only one mill be required, neither do I think the various County Boards should be restricted to five mills should more be required for school purposes. Hence, I think the law should be so changed as to remove the limit as to maximum and minimum and place the levy for school purposes in the hands of competent School Boards. I also think that the law should be so amended as to compel School Boards and Treasurers of school funds to apply the income of any year to current expenses of that year. I think it would be more convenient to have the school year from the 1st day of January to 31st day of December, instead of 1st day of July to 30th day of June.

I would be pleased to have the County Superintendents of the State to join me in thanking the State Superintendent for his unswerving devotion to the educational interests of the State of Florida.

W. W. SHEDD,  
County Superintendent.

#### COLUMBIA COUNTY.

At your request I submit the following statement in regard to school affairs in Columbia county for two years ending June 30th 1898.

##### NEW BUILDINGS.

Six new school houses have been built and properly furnished with desks, heaters, etc., at a cost of \$7,200. The school houses and grounds throughout the county are neatly kept, and in most instances are supplied with good drinking water.

##### UNIFORM EXAMINATIONS.

The uniform examinations for teachers have greatly raised their standard, and meets with the approval of all interested

in education. The demand for better teachers continues to grow, which evidences the fact that people appreciate a good thing when they get it.

#### TEACHERS' ASSOCIATION.

Appreciating the value of county teachers' associations as a stimulant and an incentive to better work in the schools, we organized a Teacher's Association in October 1897, and have held monthly meetings ever since. Though not as well attended as I would like, yet great interest is manifested by those who do attend. The object of the association is the professional improvement of teachers, and I am glad that it is having the desired effect, increasing a stronger desire to do more and better work.

#### IMPROVEMENT STEADY.

While our growth pertaining to education has been slow it has been steady on all lines. A marked improvement in teaching force is manifest. Teachers who are ambitious have acquired professional libraries and are keeping in touch with educational progress. This is due *first*, to the Uniform Examination law; *second*, to the regulation of the School Board which provides that third grade certificate holders be paid not more than \$25 per month.

#### HIGH SCHOOL.

The High School building in Lake City, located on a four acre lot, is a magnificent one, with seven class rooms, properly furnished with desks, heaters, apparatus, etc. The enrollment of the High School for 1898 is 240, and under the able management of Prof. Henry Rickards and his assistants, excellent work is being done. We feel that it is a success, and accomplishing its aim, as is evidenced by the work and success of its pupils in the Uniform Examination for teachers.

#### SUB-DISTRICTS.

We have only one sub-district in this county, levying a tax of three mills, which is applied for lengthening term and paying teachers.

#### SUMMARY OF PRESENT STATUS.

The condition of our school affairs can be summarized about as follows:

1. Financial condition is improving.
2. Interest in education is increasing.



3. We are supplied with school houses.
4. We have two advanced graded and one High School.
5. We have one special tax school.
6. The general term of school is four months.
7. Three schools are supplied with patent desks.

In conclusion we intend reaching a higher plane in every thing worthy of effort and accomplishment pertaining to education. We hope to show you at the end of our four years term a better system of education, a more thorough and devoted corps of teachers, and better equipped school houses throughout the county.

#### SUGGESTIONS.

There should be a Grading Committee for each Judicial District composed of five practical teachers appointed by the State Superintendent.

H. L. AVANT,  
County Superintendent.

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#### DADE COUNTY.

Your request for a report of the condition of Dade county schools is just received and I am pleased to be able to report that we are on the upward grade.

#### GOOD FINANCIAL CONDITION.

Since 1896, I assure you, we have not retrograded in any particular. Our financial condition is excellent; we have no indebtedness; our warrants to teachers are received at the banks at one hundred cents on the dollar; the full limit of taxes for school purposes is granted, and we had on hand a balance of \$2,000 from last year to begin this year's work.

#### BUILDINGS.

Since July '96, we have built seven school houses at a cost of \$3,173, all being one room houses, except that at Lemon City, which has four rooms and cost \$800, aided by subscription; and that at Miami, also of four rooms, costing \$2,500. The town and private donations supplemented the Board's appropriation. The Miami school has four teachers and is equivalent to a High School, being well graded and having classes doing High School work,

The board has spent \$2,045 for furniture and apparatus since 1896, every school being fully supplied with desks, globes, maps, charts, etc.

#### TEACHERS' SALARIES.

We have nineteen white schools and six negro schools, twenty-four white teachers and eight negroes. All receive a uniform salary of \$40 per month, except the principals, who are paid \$50.

#### GRADED COURSE OF STUDY.

A course of study had already been provided, but this year it has been revised and more definitely divided into grades, and the work assigned is clearly designated, even to number of page, where a text book is used. At the end of the school year each pupil will be given a certificate of grade standing, good in any part of the county. This is designed as a correction of the evil arising from a change of teachers or schools where no class records are left, and pupils are made to turn back to the beginning of their text books by each new teacher. We are finding good results already. There is a marked improvement in attendance, application, and interest on the part of the pupils, and an eagerness to reach and hold a higher grade certificate at the end of the year.

#### INTERMISSIONS.

We have introduced one other regulation into our work that is followed with good results, that is, short intermissions in place of fifteen minute recess and long noon. All of the schools now have a five minute recess at the end of each hour, and thirty minutes for lunch at twelve. This gives a relaxation of muscles, and a change of work for the next hour period, both a great benefit to the pupil; but another result that is not less important is the improvement in discipline—there is no time for quarrels on the play ground, where most of the disorder originates.

I am very much in favor of Compulsory Education, and also a Uniform Text Book System.

Z. T. MERRITT,

County Superintendent.

## DE SOTO COUNTY.

At your request I submit the following brief report of the public schools and school work of DeSoto County, for the two years ending June 30, 1898.

### TERRITORY AND SETTLEMENT.

DeSoto, a comparatively new county, with an area of over 4,000 square miles, is sparsely settled, with only one railroad running through the western portion of the county, and leaving many of our schools far back in the interior. This makes it very difficult to keep up an interest in the work, though we are doing all we can to overcome this difficulty, and to make the entire work a success. I think we are succeeding admirably, for the patrons are fully awake to the educational interest of their children.

### NUMBER OF SCHOOLS AND ENROLLMENT.

We had 62 white schools, with an enrollment of 2,010 pupils, for the year ending June 30th, 1897, and 63 schools, with an enrollment of 2,069, for the year ending June 30th, 1898. There are two colored schools with an enrollment of 60 pupils for each of the above years.

Most of our schools are small and well distributed through this vast territory. This gives the County Superintendent no small amount of travel in visiting schools, and, as our schools begin in the early summer, he has to encounter a great deal of high water and disagreeable weather.

### ARCADIA HIGH SCHOOL.

The Arcadia High School was established in 1897, with an enrollment of 156 pupils, and was very successfully managed for a term of eight months by Prof. E. F. Wilson, principal, ably assisted by Prof. R. E. Watkins and Miss Emma Alderman. There was an increasing interest to the close of the term, and much good accomplished. Quite a number of our young teachers attended the last three months of this school. Prof. Wilson has been employed again for the present year, assisted by Prof. H. L. Swatts, Miss Josie Wilder and Mrs. E. M. Williamson. Every department is giving perfect satisfaction, and our people are justly proud of this school.

### NORMAL SCHOOLS.

Several of our best teachers conduct Normal Schools of three months' term in different parts of the county, in the

spring, after the public terms have closed. These schools are well attended by young teachers and advanced pupils preparing to teach. They are doing a vast amount of good in preparing teachers for the examinations, and for doing better work in the school room. They are prime factors in the advancement of education in our county.

#### SCHOOL BUILDINGS AND FURNITURE.

For the past two years we have built quite a number of good school buildings, and repaired most of the old ones. We will soon have good buildings for all of the schools in the county, and I think we will soon have them furnished with patent desks, charts and other necessary furniture.

#### TEACHERS.

A large majority of our teachers are natives of this county, and deserve much credit for the energy they are displaying in the preparation for teaching, and the efficient work they are doing in the school room. Our imported teachers are of the very best class and have come to us by special invitation from sections where they have had good educational advantages, and have been a great help to our home teachers as well as to the entire work.

#### BOARD OF PUBLIC INSTRUCTION AND FINANCE.

We have been very fortunate in securing good and competent men for members of the School Board, men without a single exception, who have given a hearty co-operation and generous support to the County Superintendent in all his efforts to advance the educational interests of the county, and have kept the finances in good condition. We pay cash as we go. A school warrant in this county is as good as gold.

#### ABOLISH FIVE-MILL MAXIMUM.

The Board passed a resolution requesting the Legislature to amend Section 8 of Article XII of the State Constitution, by striking the words "nor more than 5 mills."

In conclusion, I will say that the outlook is very good, and we hope to do better work each year until we raise the standard of education to what it ought to be.

M. F. GIDDENS,  
County Superintendent.

## DUVAL COUNTY.

During the last two years we have aimed at salient improvements in our schools as follows:

## CITY SCHOOLS.

Two radical, necessary and popular efforts at reorganization were effected, to-wit: An expert, trained model worker in the first primary grade of each of our schools, resulting in a very marked improvement; and at the other end of the system, the establishment of a commercial department, and a laboratory of chemical and physical sciences in the High School, causing an immediate doubling of the enrollment and attendance with an increase of only one teacher.

## RURAL SCHOOLS.

In these schools two paramount defects—lack of trained teachers and burdensome daily programs, with average recitations not longer than ten minutes—have received our attention.

## TO TRAIN TEACHERS.

The Superintendent has used his visits as his best opportunity to do model class work, the only method for developing the art endowment of the untrained teachers. A county training school will do the rest.

## TO SIMPLIFY PROGRAMS.

Concentration of 45 one-teacher schools into 15 central schools of three teachers each increases the recitation period three times. This concentration accomplished by conveyance of pupils over all distances beyond one and a half miles, is being introduced gradually, and is now working at five schools. Other good results of this system are the preservation of the health and energy of pupils, increased average attendance, and protection of the farmers' girls from vicious vagabonds.

## NORMAL SCHOOLS.

We have had two Peabody Normals, one last year for whites and one the year before for negroes. In both, the work was almost wholly academic.

If these schools cannot be organized and conducted so as to present model class work in the high art of teaching, their period of usefulness is past. Other schools, in nearly every county, do better academic work than these summer normals. If Duval county could only have her *pro rata* share of all funds spent on normals of every description, to expend

on an itinerant training teacher as an assistant to the Superintendent, she would be fortunate.

Pending the improbable, the Superintendent must patiently pursue his itinerary alone, with a county training school in which real children shall be pupils and aspiring teachers shall be observers and participating instructors.

#### FINANCES.

Our chief obstacle is "lack of funds." Florida seems to have been very unwise in her amendments to the constitution relative to school funds.

The loss of "all fines under the penal law" with no gain in capitation taxes was very unfortunate. The amendment apportioning the State funds "in proportion to the average attendance" in lieu of the school population works great injustice.. Attendance cannot be attained from a school population without school houses, furniture and appliances, conveyance and skilled teachers, all of which demand every cent that said population can in justice expect, to-wit: all it pays in school tax.

#### SUGGESTIONS.

1. Eliminate the 5 mill maximum from the Constitution by amendment.

2. Restore the county levy for school purposes into the hands of the Board of Public Instruction, as in the revised statutes of 1892.

3. Re-amend the Constitution making State funds apportionable in proportion to school population, and restoring fines and penalties to the school fund as in 1892 and before.

4. Eliminate the Sub-Districting clauses of the constitution and all laws thereunder after the 5 mill maximum may have been removed.

5. New legislation placing a teacher's standing in model class work and school management at least on a par with her examination standing, in grading her certificate.

GEO. P. GLENN,  
County Superintendent.

#### SUMMER SCHOOLS APPRECIATED BY DUVAL'S TEACHERS.

Resolutions unanimously adopted by the teachers in the Summer School (for negroes) in Jacksonville, in 1897.

Whereas, We, the teachers of the Public Schools of Florida, who are now assembled as pupils of the Jacksonville Summer Normal, feel that in our attending this Normal we have derived untold benefits, and know that we have had

competent instructors, who have faithfully and earnestly discharged their duties in every instance, and believe that the wisest discretion was displayed in the selection of our instructors, and realize that these Summer Normals are a great benefit to the State in raising the standard of education and preparing the teachers for better work in the Public Schools; therefore, be it

Resolved, 1st, That we, the teachers of the Peabody Summer Normal, express our gratitude to Hon. W. N. Sheats, State Superintendent of Public Instruction, for his wise provision in establishing these Summer Normals, to prepare the teachers for better work in the Public Schools of the State, and for the appointment of competent men to conduct these Normals, and for his earnest efforts in endeavoring to perfect the system of education in the State. \* \* \*

Resolved, 2d, That we extend our gratitude to Profs. McBeath and Floyd for the kind and untiring efforts they have put forth as our instructors during the past two months.

Resolved, 3d, That we express our high appreciation for the interesting and instructive lectures, given by Supt. L. W. Buchholz, of Tampa. \* \* \*

Mrs. L. B. Robinson,  
S. S. Thompson,  
Miss E. M. White,  
Miss C. C. Cutton,  
S. P. Robinson,

Committee.

Resolutions unanimously adopted by the Jacksonville Normal (for whites), July 8, 1898.

Whereas, We, the teachers of Duval and other counties, have been privileged to enjoy the benefits to be derived from the Summer Normal held at this place; and

Whereas, A new impetus has been given to our work by the enthusiasm and inspiration gained during the session, from a clearer insight into the duties and privileges of a teacher's life, our desire for a broader and deeper preparation for scholarship, and a more thorough preparation for school-room work has been renewed; and

Whereas, We feel that the Normal School, although not as well attended as we could wish, has been both pleasant and profitable; therefore, be it

Resolved, 1st, That we acknowledge our obligations to the State Legislature, to Dr. J. L. M. Curry, agent of the Peabody Fund, and to the State Superintendent, W. N. Sheats, for securing to us the Summer Normal. \* \* \*

3d. That we express our gratitude and satisfaction in having as instructors Professors C. L. Hayes and H. E. Bennett, of the State Normal. Professor Hayes has few superiors in his profession, and his presentations are scholarly, clear, and interesting. He has never allowed an opportunity to pass in which he could impress upon us the importance of our work. In him we have found the scholar, the gentleman and friend, as well as teacher. Professor Bennett has proved himself an able assistant, and has led us to a truer conception of the development of child intelligence.

4th. That we thank Miss Hatter, Miss Budwig, and the little tots, who made the object lessons so profitable and interesting. \* \* \*

7th. That we most sincerely regret that the School must be closed after so short, yet profitable term.

Annie Lytle-House,  
Ada M. Ground,  
Mabel Parsons,  
Charlie Powers,  
Abbie B. Avery,  
Committee.

## ESCAMBIA COUNTY.

In compliance with your circular letter of the 5th inst., I herewith submit a condensed statement of school operations in this, Escambia County, from the 1st day of July, 1896, to June 30th, 1898.

### ENROLLMENT AND ATTENDANCE.

For the school year of 1896 and 1897 the total enrollment of pupils was 3,809, with an average attendance of 2,550; and for the school year of 1897 and 1898 the total enrollment of pupils was 4,485, with an average daily attendance of 3,104. The total enrollment in the white schools for that year was 2,939, with an average daily attendance of 2,048, and the enrollment in the negro schools for the same period was 1,546, with an average daily attendance of 1,056.

### INVESTMENTS FOR IMPROVEMENTS.

Within the last two years the following has been added: To furniture, \$1,154; \$654 to school lots, and \$4,551 to new school buildings. This makes the total valuation of school property, on June 30th, 1898, as follows: School lots, \$13,715; school buildings, \$37,095; for furniture and appar-



atus, \$11,839, or a grand total of \$62,649, to which has been added since July 1st, 1898, thre new and comfortable one-room school buildings, and \$525 additional furniture, which has all been paid for.

#### ADVERSE CONDITIONS.

We have had an unusual amount of bad, rainy weather since Sept. 1st, when our first schools were opened, and with the addition of considerable friction, from a partial change in school books, I am now satisfied that the year 1898-99 will not make as good a record in enrollment or average attendance as was made in 1897-98.

We are making strenuous efforts to run our schools on strict business methods, but owing to the annual addition of new material to our teaching force, we find it to be a hard matter to reach our ideals.

#### LEGISLATION.

As for new legislation, I have nothing further to suggest than that where responsibility is placed, the means ought to go with it. And as the County Boards of Public Instruction are responsible for the success of the public schools, they, and not the Board of County Commissioners, should, under the law, fix the rate of school taxes. N. B. COOK,  
County Superintendent.

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### FRANKLIN COUNTY.

I submit the following report. When I assumed the office of Superintendent, the schools were making marked progress, the Board of Public Instruction was composed of men ready to give assistance in bringing the public schools to a higher standard. Knowing that the well-being of the schools depends upon the co-operation of patrons, I have endeavored to awaken in them a sincere concern for their children's most elevated well-being. I must say with regret that I have not met with the fullness of my expectations along this line. Dissensions among patrons are yet alive, and have been factors in hindering the betterance of the schools; yet, in spite of these hindering agencies, the schools have done very well.

#### UNIFORM EXAMINATION LAW.

I am fully convinced that the educational status of the State is much better than ever before. I attribute this to the

Uniform Examination Law. The day the law went into effect there was a revolution in educational affairs in this State. By it, the doors of the school houses were closed to old fogies, who once were prominent, but now a force of well-qualified and earnest teachers have taken their places. There are not enough resident teachers in my county to fill the places. I hope, however, that the day is not far off when there will be a full force of efficient teachers. I favor the Uniform Examination Law because those who would teach are forced to prepare themselves for the profession or quit the field.

#### MARRIED WOMEN NOT EMPLOYED.

Our Board passed a resolution not to employ a married lady as teacher of any school in the county, basing such action upon the following:

First. A married lady has domestic duties which occupy much of her time and attention, thus rendering it impracticable for her to give proper attention to her school work.

Second. Such action is intended to encourage the unmarried lady teachers of the county to qualify themselves for the highest positions.

#### HOW OUR TEACHERS ARE PAID.

The salaries of teachers are not based upon the grade of certificates, but more upon the merits of the teacher.

School warrants are always paid in cash. When the treasury is exhausted (this has occurred but seldom in the past two years), money is borrowed.

#### ATTENDANCE OF PUPILS.

There has ben a noticeable increase in the enrollment of pupils. But it is a lamentable fact that the average attendance is small when compared with the number enrolled. This is largely chargeable to the non-interest of the parents and guardians.

#### BUILDINGS, FURNITURE AND APPARATUS.

There are some good buildings, and considerable sums have been expended in supplying these with furniture, apparatus, etc., while in some localities there is need of improvement.

#### UNIFORMITY OF TEXT-BOOKS.

I am opposed to State uniformity of text-books, but favor county uniformity. I think each county should have the right to legislate for itself in this matter.

#### OPPOSES A STATE GRADING COMMITTEE.

I am, to some extent, opposed to a State Grading Committee; at least, I am opposed to it on the grounds upon which some base their argument, viz.; "That it would keep down fraud." This is true to a great extent, possibly altogether true, but if a fraud is worked by one or more, it is possible that others can do the same. Therefore, I cannot see that we could safely secure ourselves against all possible frauds by such a measure.

#### OPPOSED TO HOLIDAYS.

I shall be glad to see a law enacted prohibiting any School Board from paying any teacher for any holiday, except National holidays. It is without any common reason to pay a teacher, or any other individual, for service not actually rendered. And on National holidays the teachers ought to be required to hold appropriate exercises in their schools.

R. M. YENT,  
County Superintendent.

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#### GALSDEN COUNTY.

I submit my report on the condition of the schools of this county for the past two years.

#### CONDITIONS ON ASSUMING OFFICE.

When I entered up on the duties of the office of County Superintendent, Jan. 1st, 1897, owing to the illness of my predecessor, Captain C. E. L. Allison, who had been confined to his room for several months, I found matters in a very unsatisfactory condition. In addition to this, our very efficient Chairman of the Board of Public Instruction, the Hon. B. S. G. Smith, during the fall term of 1896, had been confined to his bed for several weeks with malarial fever, which also caused considerable friction in the working of the schools. A large number of the schools had closed, the terms of others had about half expired, and some few had just started; very few warrants had been issued, many reports, monthly and final, had been lost and had to be duplicated; many of the latter were so imperfect that final reports, monthly reports and registers had to be consulted, compared and adjusted, in order to get matters into any shape, and the only encouraging

feature was that our enrollment and average attendance were evidently above that of the previous year.

#### GROWTH CONTINUOUS.

Since that time our numbers have steadily increased, and although measles, whooping cough and diphtheria have been prevalent in our county, the schools continue to be more flourishing, and, I believe, my next annual report will show an increased average of more than 20 per cent. over that of last year.

#### NEW SCHOOLS AND HOME TEACHERS.

Several new schools have been established, and our teachers, with very few exceptions, are to the manor born—natives of Gadsden county—and the productions of her schools. It speaks well for them that they are trying to fit and perfect themselves for their calling. A great many of them, the past two years, have been attending the different colleges, and we now have on hand a corps of teachers that bid fair to be an honor to Gadsden county. Every year some bright boys and girls are coming to the front from the piney woods and obtaining a good education at the examinations.

#### RAISED SCHOOL LEVY.

We have raised our school levy from 4 and 4½ to 5 mills, and there is less prejudice against the public school system than at any time during its history. We have labored under many disadvantages in our county, and necessarily have to go slow, but we are evidently on the upward grade, as a proof of which the patrons have built several nice school houses this year, and a great many are beginning to favor the sub-district system. I am doing all I can to stir up an educational enthusiasm among the people.

#### SCHOOL TERM.

We have what you might call a semi-High School in Quincy, which runs eight months; two or three central schools in the county run six months, and all the rest four months.

#### UNIFORM EXAMINATION LAW.

I attribute the decreasing opposition to the public schools and the success we are making, more to the Uniform Examination Law than to anything else, and I regret very much to see so many suggestions from some, that want to come to the front, to have the laws changed to suit their different whims and their imaginary interests.

We had better let the law remain as it is than be patching it up every session of the Legislature. The third grade certificates are hurting no one except those who hold them. This year I could hardly get a school to accept a third grade teacher when there was any possible chance to secure one with a first or second grade. The people are not going to have a shoddy article when they can get hold of anything better.

#### STATE GRADING COMMITTEE.

We are bitterly opposed to a State or District Grading Committee. It would be safe to say that no county is being damaged by bogus importations from other counties. No Board or Superintendent is compelled to give a teacher a school because he or she holds a first or second grade certificate. There are graduates of colleges and holders of State certificates that we would not keep long, if they were foisted upon us. Let those counties that are clamoring for Central Grading Committees drive off the imposters from their midst, and the State will soon be cleared of such tramps and peripatetic humbugs.

#### FAVORS COUNTY UNIFORMITY IN TEXT-BOOKS.

We are opposed to anything that goes beyond a county uniformity of books. We want the same books in all the county schools, and that is as far as we go on that line. We believe in local self-government.

J. R. KEY,  
County Superintendent.

### HAMILTON COUNTY.

At your request I submit the following report in regard to school affairs in Hamilton county.

#### FINANCIAL.

When I came into the office as Superintendent, I found my county indebted to about \$2,300. The County Commissioners refused to raise the millage, hence, we are still in debt, but think we will be able to reduce the amount considerably this year, and our county will be in better condition financially than for many years.

#### INTEREST AND COURSE OF STUDY.

The patrons seem to take more interest in the education of their children each succeeding year. This, I think, is

largely due to the Teachers' Association of our county. At first it was an uphill business, but now patrons, as well as teachers, take deep interest in the exercises, and all say that they gain a great deal of information by the various discussions.

#### SCHOOL HOUSES, FURNITURE, ETC.

The various schools of the county are better supplied with good houses and patent desks, making the school-rooms more pleasant and comfortable.

#### SCHOOL ATTENDANCE.

The attendance at all the schools is much better this year than ever before; in fact, it increases annually, which shows that all parties are more interested each year.

The county now has two High Schools and two Sub-district schools, both doing finely.

#### NEEDED AMENDMENTS TO LAWS.

1. The School Board should have the authority to levy the school tax.

2. Provision should be made for the early collection of taxes.

3. There should be a Grading Committee appointed by the State Superintendent for each Judicial Circuit, as I advocated at the Superintendents' Convention at Jacksonville last spring.

4. The salary of Superintendents should be fixed by the Legislature, based on number of schools. The expenses of Superintendents in visiting so large a number of schools are very heavy, and in order that he may be able to discharge his whole duty he should receive a fair remuneration for his services.

JNO. E. HANNA,  
County Superintendent.

### HERNANDO COUNTY.

I submit the following as my bi-ennial report on the educational progress of Hernando county.

#### GENERAL ADVANCEMENT.

Since my last report our progress has been "onward and upward." While we are much gratified at our improved condition, we are not satisfied, but realize that much is yet to be accomplished before we reach the limit of possible improve-

ment. A spirit of hopefulness, co-operation and aspiration for better things exists among teachers, patrons, school officers and pupils. The standard has been placed high, and all are striving with unity of purpose to reach it. That conditions are gratifying is apparent from the last Grand Jury's general presentment on the subject, made January 12, 1899: "The schools under the present management are in a prosperous condition in nearly all parts of the county." Local dissensions in three districts about the building and location of school houses have marred the general harmony, and this explains the qualification in the presentments.

#### BOARD OF PUBLIC INSTRUCTION.

The members of our School Board, W. E. Law, T. D. Graham, and H. T. Valentine, are progressive and practical men. The present prosperous condition of our school affairs is largely due to their intense interest and fearless discharge of their important duties. Without their constant co-operation and willingly given assistance, the teachers and County Superintendent would have fallen far short of the good results obtained. They are liberal, practical and wisely prudent in the management of our school finances. In making appropriations, they will not go beyond the limits of probable income, and are careful in all their expenditures that the public fund be not wasted. Yet they are neither parsimonious nor niggardly to teachers or schools. They pay their teachers promptly at the close of each month, and will not permit school warrants to be hawked about the streets at a discount.

#### COUNTY COMMISSIONERS.

The County Commissioners of this county are in hearty sympathy with our educational interests. They cheerfully levy the full limit of school taxes, and assist in every other legitimate way in promoting the welfare of the schools.

#### SUPERVISORS AND TRUSTEES.

Our Supervisors and Trustees have proven themselves to be men of enterprise and public spirit in promoting the best interests of their local schools. With scarcely an exception they have contributed liberally of their time, labor and money to make them more successful and efficient, and have cordially co-operated with teachers and Superintendent in their efforts to elevate the educational standard and improve the methods of instruction. The local school officer is a potential factor in the success of the school.

## TEACHERS.

The scholarship and proficiency of the teachers of this county have been improved to a marked degree during the past two years. Our teachers have attended Teachers' Summer Schools, lectures, Institutes and teachers' associations, and have read pedagogical books and educational periodicals until they are keenly alive to and conversant with the best methods of modern teaching. We require this, and in return we give them the preference in assignment to schools. Among the whites there is not a third grade teacher, and only five of the second grade in the county. I refer to those who are distinctly Hernando county teachers. We have only two of the second grade from abroad. All of our second grade intend to obtain a first at the next examination or resign. The atmosphere here is not healthy for third grade teachers—they climb higher or retire. I am more impressed than ever with the usefulness and importance of the home teacher. Hernando county has given to the public schools an excellent class of teachers reared in her own institutions. Gratifying reports reach us of their success and popularity in other portions of the State where they have been called to teach.

## FINANCIAL.

The delay in the collection of taxes is the most annoying circumstance connected with our finances. The freeze of 1894 and the drought of last year have reduced our income considerably, compelling a mortifying reduction in salaries, but we hope for better things in this respect in the near future. From present indications, the operations of the schools this year will leave the Board out of debt. Money is borrowed to meet expenses because the taxes are uncollected at the time the schools must be taught. Will or can the Legislature remedy this evil?

## NEW COURSES OF STUDY, RULES AND REGULATIONS.

The rapid advancement of our public schools has compelled a revision of our course of study. The Board issued September 3, 1898, rules and regulations for the county and a course of study for each of the three classes of schools taught, elementary, grammar and high school, so arranged as to secure uniformity of grade in all the schools. Strict adherence to the courses of study is compulsory upon teachers and pupils. Our rules and regulations were given our closest thought and deepest study in their preparation. They have been pronounced admirable by the highest school authority in the State.



## SCHOOL HOUSES AND FURNITURE.

Three comfortable frame school houses have been built—one a large two-story building—one has been enlarged, another nicely ceiled and three furnished with patent desks, since my last bi-ennial report. Every school house in the county is a comfortable frame building, and is furnished with good seats (two exceptions), maps, charts, text-book library, ample blackboards, water facilities, stoves and desks, and in some, globes. Six schools have patent desks. We have not an old-fashioned log cabin school house in the county.

## FREE BOOK SYSTEM.

The free school book system has been continued, and increases in popularity with the people. The longer we use it the better we like it. It is regarded by all classes of our people as absolutely indispensable. To go back to the old system now would be suicidal.

## TEACHERS' INSTITUTE.

We still retain the Teachers' Institute in our educational system. We have kept it in operation for five years, and have found it to be a most useful means of improving the methods and sustaining the high character of our teaching force. The Institute brings out and improves the good points of good teachers, and reveals the inferior character of poor teachers, who cannot be improved. It is maintained under the auspices of the School Board and conducted by the County Superintendent as a school of instruction in the theory and practice of teaching. A session of the Institute, continuing a week or more, is held in August and once a month during the term of school. *Attendance of teachers is compulsory.*

## LITERARY SOCIETIES.

The number of literary societies in the public schools has been increased, and through their operation interest in education has been largely augmented. By them the children are made familiar with parliamentary usage, taught how to conduct public meetings and societies, and encouraged to cultivate a healthy literary taste. Through them, we expect to secure useful libraries of miscellaneous books in our public schools.

## SCHOOL GROUNDS.

Beautifying school grounds and keeping them neat and clean, is a noticeable and commendable feature of our prog-

ress. Teachers and pupils generally have shown much pride in making school rooms presentable and attractive.

#### SCHOOL SUB-DISTRICTS.

A large majority of our school districts have been converted into school sub-districts, and special taxes aggregating over \$1,500 per annum are levied by the votes of the people. Before the close of this year all the districts of the county will probably be made school sub-districts, levying special taxes for school purposes, except two. This feature of our school system has met with increased popular favor. It would be a great mistake on the part of the Legislature to undertake to eliminate it from our school law, or in any way cripple it by adverse legislation. The present law should be improved and made to conform to the constitution. The County Treasury should be the depository of all special school funds, and sub-district trustees should be authorized to draw warrants on the Treasurer against the amount of special school funds placed to their credit in his hands, as the County Commissioners and School Boards now do. The relations between the trustees and the County School Board should be more clearly defined, so as to prevent friction between them.

#### PUBLIC FAVOR.

In conclusion, I desire to acknowledge the hearty and almost unanimous support accorded the public schools and school officers by the citizens of the county. During the din of a most furious clamor raised by the few political clackers here, the present Board was overwhelmingly re-elected at the last election. This was a deserved tribute paid by an enlightened citizenship to the progressiveness, faithfulness, and courage of the men placed in charge of school affairs two years ago.

A. M. C. RUSSELL,  
County Superintendent.

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#### HILLSBOROUGH COUNTY.

In accordance with your request I send you the following report:

After a thorough examination of the schools of this county I find that many of my schools have done excellent work; and, on the whole, all have done fairly well, and probably compare favorably with the schools of other counties and States, yet I am not satisfied with the results.

Matters of such vital importance as public education should be considered candidly and frankly, and when they are not

what they should be, fulsome praise and roseate reports will not correct the existing evils.

The causes for the unsatisfactory condition of our schools deserve careful and honest investigation. These causes may be briefly stated under three heads:

1. Short terms.
2. Untrained teachers.
3. Constant change of teachers.

#### SHORT TERMS A WASTE.

It is a criminal waste of money to the State and of precious time to the children to give only four or five months' terms taught in many instances by untrained teachers. Long vacations discourage pupils, as it takes so long to form right habits of study, that by the time they get interested in their work and are beginning to make real progress, the term ends, and another long vacation follows, broken by another school term of four or five months, and probably taught by an inexperienced teacher who in consequence of the yearly changes which take place, spends half the session in organizing the school, and getting acquainted with the disposition, capabilities and environments of the pupils, if, happily, his mind has sufficient maturity to consider these important points.

The consequence is that nine-tenths of the pupils between fourteen and fifteen, an age when they should be able to do intelligent work in the shops or on the farm, do not even know the bent of their own minds.

#### NECESSITY FOR TRAINED TEACHERS.

The necessity for carefully trained teachers is not disputed by any thoughtful people in this enlightened age; and as bad as short sessions are, untrained teachers are worse. It is better to have a child in school five months under a teacher who has been specially trained for the work, than to have it ten months under a teacher who has not received this training, even though he be a college graduate.

#### TEACHERS' SALARIES.

A good corps of trained teachers cannot be maintained on poor pay and half year employment. Teachers, as well as people in other professions, do not remain young always and must look out for a "rainy day;" and thirty to sixty dollars per month does not even furnish a living for one year; consequently, year by year, competent teachers drop out and go into other lines of work, leave the field to be occupied by inex-

perienced recruits, who if possessed of talent soon follow in the footsteps of their predecessors.

Now as to the remedies for the evils enumerated:

The school tax is a tax of which the people never complain, if the results are satisfactory. This tax falls as heavily on the poor laborer in the remotest outlying school districts as it does on those living in the towns and cities; and these districts are as much entitled to first class teachers and first class schools as any other portions of the county. Now, the problem to be solved is, how can every section be efficiently served? How can the best interests of education among the masses be promoted?

In considering this question the following remedies suggest themselves:

1st. A consolidation of the small schools. This, of course, would be a matter of a little inconvenience to some of the pupils, but it would be a utilization of funds that would give more school months and would justify the employment of better teachers.

2d. Have one teacher appointed to two schools in isolated districts, teaching both schools alternately, devoting a week to each. Experience has shown that this has brought about excellent results in other countries. While this plan would not save dollars to the county, it would secure better teachers for the children, as a teacher could afford to teach ten months in the year for a smaller salary than he could for four or five months. In some sections at certain times in the year the children are needed at home to work, but this might be overcome by giving short vacations, or by half day sessions, arranging it so that the larger pupils should receive their instruction from seven until ten, and the primary grades from particulars respecting this institution in order to show the ten until one o'clock.

Suggestions might be offered with reference to Course of Study, Methods of Teaching, Compulsory Attendance, etc., but this report is already too lengthy.

I append a resolution passed by the Board of Public Instruction of this county, which I deem of sufficient importance for publication in your report.

L. W. BUCHHOLZ,  
County Superintendent.

#### RESOLUTIONS OF COUNTY SCHOOL BOARD.

To the Honorable Senator and Members of the House of Representatives from Hillsborough County:

The members of the School Board of Hillsborough county respectfully represent to your honorable body, that Sec. 8,

**Art. 12, of the Constitution of Florida, is so restrictive upon the Board of Public Instruction as to make it entirely impracticable for them to promote the best educational interest of the State, which we feel satisfied was contemplated by the honorable members of the Convention that framed the Constitution of the State.**

**1st. The valuation of property throughout the State has been so materially lessened by the cold wave that passed over the State four years ago as to render the maximum tax of five mills for educational purposes, in some sections, less than the minimum of three mills provided by the framers of the Constitution when this important, and, we may say, *paramount* interest of the State was considered.**

**As custodians of the educational interests of Hillsborough county, we have jealously guarded its interests in our very best conception and in as economical a manner as this interest would admit of, but we find ourselves so hampered by the inadequate funds that the Constitution places at our disposal, and that, too, at the discretion of other agencies, as to defeat us in our highest aim and pride, that of making Florida's educational advantages first and foremost in the ranks of Southern States.**

**We respectfully submit: 1st. That in Hillsborough county, and we believe the same feeling exists throughout the State, no portion of the county tax is more cheerfully paid, and whose increase would be more willingly met, than that appropriated to the school fund.**

**We submit: 2nd. That the members of the Board of Public Instruction, being elected by the people, are eminently the choice of the district they represent, and should have exclusive control of such appropriations as in their wisdom will be required to maintain the public school system of the county, and we further recommend that the Constitution be so amended as to provide for this change.**

**We submit and respectfully recommend to your Honorable Body: 3rd. That Art. 12, Sec. 8, be so amended as to read "a tax of not less than 3 mills nor more than 10 mills on the dollar on all taxable property in the same."**

**Dr. G. H. Symmes,  
Perry G. Wall,  
Hugh Somerville.**

**Attest: L. W. Buchholz,  
Secretary and County Superintendent.**

## HOLMES COUNTY.

In compliance with your request, I respectfully submit the following brief report of the public school operations of Holmes county, from July 1, 1896, to June 30, 1898.

### CONDITION OF THINGS FOUND.

When I entered upon the responsible duties as County Superintendent, January 6, 1896, I regret very much to say, with due respect to my predecessor, that I found the school indebtedness to be \$6,153.16. In a poor county like this, where the total receipts on the school fund will not exceed \$5,014 per annum, it will be conceded that the financial condition was not good.

### WHAT WAS DONE.

We could not reduce the school term, as it was already at the minimum limit. We could not unite any of the schools, as none were located nearer than three miles of each other; so we had to reduce teachers' salaries. This we did not like to do, as they were not receiving enough for their services. A teacher should receive enough for his services to enable him to save some money.

A person is expected to make more than a meager support at any other profession, why not at teaching?

### TEACHERS BOARDED FREE.

With few exceptions the teachers had no board bills to pay, as the patrons welcomed them into their homes free of charge. Right here I wish to especially thank the benevolent ladies of this county for the kind treatment teachers have received at their hands. Greater love for the ladies hath no man than I. They are always at the post of duty.

I will say by way of encouragement and of a statement of facts to the ladies who are teaching and expect to become teachers, that some of our best teachers are female teachers.

God bless the kind mothers; they are always ready to send their children to school. If fathers had the interest in the educating of their children that mothers have, we would not need a compulsory educational law, but as it is, we do need such a law.

### THE OLD DEBT PARTLY PAID.

During the past two scholastic years we have paid about one-half of the old debt.

## STANDARD OF TEACHERS RAISED.

The standard of teachers has been raised by complying with the State Uniform Examination law, and the attendance at the Summer Training Schools.

## RULES, REGULATIONS AND COURSE OF STUDY.

We have Rules, Regulations and Course of Study for the guidance of teachers. We are trying W. M. Welch & Co.'s "Classification Set" in the Westville High School, and if it proves to be the record we think it is we will place it in the rural schools.

## NEEDED AMENDMENTS TO LAWS.

The School Boards should have sole authority to levy the school tax, and Section 8, Article 12, of the Constitution should be amended by striking out the words, "nor more than five mills."

J. A. J. HATHAWAY,  
County Superintendent.

## JACKSON COUNTY.

In reply to the request for a brief report of the condition of school work in Jackson county, the following is respectfully submitted:

The schools, with but few exceptions, are moving along nicely with a fair average attendance and reasonable progress. Since your last bi-ennial report we have had erected in our county, by the patrons, some very creditable school houses, and, on the whole, I would say the school interest is on the upward tendency.

## TOO MANY SCHOOLS ESTABLISHED.

The retiring Board has, in my judgment, allowed too many schools created considering the amount of school funds received, but I hope and believe our new Board will be more careful on this line.

## SCHOOL BOARD SHOULD LEVY SCHOOL TAX.

I certainly think that the power given to the Board of County Commissioners to say what amount of tax should be levied for school purposes, should, at the next Legislature, be changed and placed in the hands of the School Board, for it is presuma-

ble that they are better acquainted with the needs of the schools than any other body.

#### MAKE COUNTY SUPERINTENDENT MEMBER OF BOARD.

I also favor a law making the County Superintendent a member of the School Board, and also having one member from the county at large, which would make five members instead of three.

#### GRADING COMMITTEE FOR EACH JUDICIAL CIRCUIT.

I also favor having one Grading Committee to do the work for several counties, say each Judicial District. My reason for this is that there can scarcely be had a committee in any county, who are not familiar with the hand-writing of some of the applicants, and would suggest that this committee be appointed by the State Superintendent and selected from the teachers of some other district than the one in which they are to act as such committee.

#### DISTRICT INSTITUTES.

The attendance at County Institutes is usually small, the reason generally given is that teachers are not supplied with means of conveyance, so I have decided to divide the county into three districts, so that no teacher can plead this as an excuse in the future—placing one of these Institutes in the reach of all. I hope you may have the co-operation of the next Legislature in your work, and have such needed changes made in the present law, as your observation and experience have shown to be beneficial.

A. J. WOOLDRIDGE,  
County Superintendent.

### JEFFERSON COUNTY.

I beg leave to submit the following brief report of the condition of the public schools of this county, for the two years ending June 30, 1898:

#### IMPROVED FINANCES.

It is with great pleasure that I report a substantial improvement in our finances during the past two years, notwithstanding the general depression in all lines of business, and the consequent hard times prevailing.

A school debt of \$5,700 had been reduced to less than \$2,000 by July 1, 1898, and the County Treasurer reported to the



School Board, at its November meeting, "That all outstanding warrants had been paid."

#### SCHOOL WARRANTS AT PAR.

Our teachers are paid their salaries promptly and school warrants are at par, instead of being subject to a discount as heretofore.

#### LONGER TERMS.

This improvement in our finances has been accomplished by the practice of simple business economy, and not at any sacrifice by our schools, either in the way of less efficient teachers, or shorter terms; but on the contrary, the work done in the schools has been a decided improvement on that done in past years, and the terms of five or six schools have been lengthened.

#### NEW BUILDINGS.

Four new school houses have been built and substantial repairs made on five, while seven have been provided with patent desks.

#### OUR HIGH SCHOOL.

The Monticello High School, which is a graded school with a distinct High School department, employs five teachers, has an eight months term and is well patronized by the citizens of Monticello and the surrounding country. It has been very much improved of late and is now a credit to the county and State. There are ten other graded schools in the county with eight months terms.

#### COURSE OF STUDY.

Heretofore this county had not adopted any course of study, but the Board has recently remedied this want, and has now in press a twenty-page pamphlet devoted to this subject.

#### CHEAP SCHOOL BOOKS.

Our Board, after the recent adoption of text books for the county, made arrangements with our local agent whereby these books are sold to the children at an advance of only 10 per cent. on their net cost to the Board, a great improvement on former arrangements.

#### A GOOD SCHOOL BOARD.

In my efforts for the improvement of the school system of the county, I have had the hearty co-operation and assistance of an intelligent and public spirited School Board, who have cheerfully seconded all of my suggestions, without which I

could have accomplished but little, and I am glad to say that their efforts seem to have been appreciated, as they have all been re-elected.

#### PLANS FOR THE FUTURE.

I shall try to establish libraries in all country schools, as essential factors in building them up and stimulating interest in education.

I shall also try to organize a County Teachers' Association.

#### NEEDED AMENDMENTS TO THE LAWS.

1. Either make Supervisors more efficient or abolish the office.

2. Establish a State Grading Committee to grade all papers. There can be no uniformity in the grades of certificates under existing circumstances, as the standard of excellence is different in each county, and changes in the same county with every change in the membership of the Grading Committee.

J. H. GIRARDEAU,  
County Superintendent.

### LAFAYETTE COUNTY.

In reporting the condition of school affairs in this county, I beg leave to state that school work is progressing nicely. The schools are in better condition this year than they have ever been. More interest is manifested every year by patrons, children and teachers, and a constant demand is made for longer terms and better school facilities. These, however, under the present law, allowing the County Commissioners to fix the number of mills to be levied for school purposes, can not be granted; under the circumstances our School Board is doing all it can.

#### NEW BUILDINGS.

During the last two years there have been four new frame school buildings constructed, the titles for the land on which said buildings were constructed are on file in this office. The buildings were furnished with a reasonable amount of modern apparatus with other improvements.

## STATE UNIFORM EXAMINATION LAW.

The teachers and people heartily endorse the Uniform Examination law for many reasons. The present system of grading committees is preferable to a State Grading Committee.

## UNIFORM TEXT BOOKS.

We have a uniform series of text books adopted in this county, which as a general rule are used with much success in all public schools.

## COUNTY INSTITUTES.

During the past two years County Institutes have been held, but I am sorry to say that they were not as well attended as they should have been. Great interest was manifested by those who attended and much good was done.

## TEACHERS' SUMMER SCHOOLS.

We hope to have this year another Summer School for the benefit of our teachers, for we fully recognize the benefits of those institutions. On the whole I would say that there has been much growth in school interest in the last two years and it is continually increasing.

## COUNTY HIGH SCHOOL.

The County High School located at Mayo, the county seat, established by my predecessor, at this time under the principalship of Prof. E. M. Hancock, has been a great success. A few years past this county was without a supply of teachers, and was forced to employ teachers from other counties, but such is not the case now, a full corps of teachers has been prepared by the county High School. Its fall term opens September 1, winter term January 1, closing the latter part of April. The June Examination is well attended by students from this school, at least 65 per cent. of whom are successful in obtaining certificates, and make our best teachers.

[Then followed a complete county statistical report, but the same facts being published in Chapters IV and V, are omitted here.]

Z. JONES,  
County Superintendent.

## LAKE COUNTY.

In obedience to request I send you a report of the condition and progress of the Lake county schools during the last two years.

## CHEERFUL SUPPORT OF THE PEOPLE.

I am pleased to report to you again that whatever material or business interests of the county may have suffered for lack of finances to conduct them in the last two years, the schools are sustained with an interest and determination that always brings success. *No part of our taxes are paid so cheerfully as the five mills for school purposes.*

## QUALIFICATIONS AND SALARIES OF TEACHERS.

Our teachers are superior in ability to those of other years and we are by some means able to pay them as much per pupil as we have ever done, in some districts salaries have not been decreased at all. One of our present corps of white teachers holds a State certificate, fourteen hold first grades, thirty-eight hold second grades and five hold third grades. All of our colored teachers hold second grades except three.

## FINANCES.

School warrants are always paid at par. The school term in each of the past two years has begun with about \$5,500 in the treasury. Just at this time (January 1899) the treasury is without funds, but this is the first time it has been so in the past few years. The cause of this shortage is that teachers have been paid for four and five months teaching and only a very small part of the taxes for 1898 have been paid. This condition will continue only a short time and in the meanwhile money has been provided with which to pay teachers in full at the end of every month.

## LENGTH OF TERM.

Last year our school term was from 6 to 9 months. All schools in the county were given at least six months. All schools were given eight months on condition that the people of the district would pay the salary of the teacher for one month. Many districts took advantage of this offer and continued their schools for that length of time. The Leesburg High School was continued for 9 months in all of its departments, the town of Leesburg paying the salaries of the teachers in full for the last two months. This year the term will be seven months on condition that the patrons will pay one half

of the salary of the teachers for the seventh month. The High School at Leesburg, which any pupil of the county is permitted to attend without paying tuition, will probably continue nine months as usual, the town paying the salaries of the teachers for the last two months.

#### FEW CHANGES OF TEACHERS.

We are gratified to know that we are now able to hold many of our teachers in the same school continuously for many years. Fewer changes are being made now than ever before. School patrons recognize that nine good qualities in a teacher outweigh one weak quality, and therefore do not ask for their removal for trifling causes. It is also generally known now that the best teachers are needed for primary work and every graded school in our county now has an excellent teacher for its primary department.

#### SUPPLY OF TEACHERS.

We now have many more teachers than we have schools. Every year many pupils coming from the public schools are examined and receive certificates to teach. Our schools are taught almost entirely by teachers who reside in this county.

#### COURSES OF STUDY.

Courses of study and rules and regulations have been prepared for all of our schools. These have been found to be both a necessity and a convenience.

#### NEW BUILDINGS AND FURNITURE.

Several comfortable school houses have been built in the past two years, and many have been furnished with comfortable desks. To the delight, comfort and benefit of the children the shapeless, torturing seat of former years is fast disappearing.

J. C. COMPTON,  
County Superintendent.

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#### LEE COUNTY.

In compliance with your request, I have the honor of submitting the following report relative to the public schools of Lee county for the two years ending June 30th, 1898.

This county is nearly sixty miles square, and scattered over it is a population of about three thousand souls. Hence our

Schools are small, having often from ten to fifteen pupils. This compels us to have twenty teachers, when three-fourths of the number would be sufficient if the population were not so scattered.

#### SCHOOL INTEREST GROWING.

I believe the cause of education is slowly but steadily pushing ahead. Pupils and patrons are becoming more interested and are giving more help. A regular course of study has been adopted, embracing eight grades, and is being faithfully carried out. The most of our teachers are earnest hard workers. With two exceptions there is not a complaint in the county, and pupils and teachers are progressing nicely. During this term the most of our schools will continue six months, and where only eight or ten pupils are found, not less than four months.

#### NEW BUILDINGS.

We are very much in need of school houses, but are not able to build now. But few of our schools are supplied with patent desks and other helps, as they ought to be. No new houses have been built in the past two years.

#### FINANCES.

The Board has paid off all debts, pays the teachers every month, and warrants are not discounted: It will take *ten mills* for three years to put this county in the educational condition it should be in, and after that seven mills would be enough. It is our aim to employ only the best teachers and furnish the best schools in our power. We use our money when and where it will in our estimation do the most good, giving every community equal advantages. We are encouraged with the progress we are making, and hopeful at the outlook for the future, and regret that we cannot do better and more than we are doing.

#### EXAMINATION LAW.

The law requiring uniform examinations is carried out in letter and spirit. We think it a good law, meeting nearly, if not all, our needs.

I believe that a majority of our people are willing to an increase of taxes in order to have longer and better schools, and if so, the law should allow them to have them. I also believe our people are largely in favor of Compulsory Education with just limitations.

Our people are satisfied that your administration is rapidly advancing the educational interests in Florida.

We are highly pleased with the progress of the Myers High School, under the wise and energetic management of Prof. E. W. Barrington, a report of which by the Supervisor will accompany this.

#### SOME SUGGESTIONS.

1st. Let the law requiring Uniform Examinations alone. It is a good law, and if changed, I fear it will be for the worse and not for the better.

2nd. Let Third Grade certificates be good for only one year, and not re-issuable. A teacher that cannot or will not advance fifteen per cent. in one year, is not the teacher that Florida needs.

3rd. I am opposed to a State Grading Committee. We have no use for it. Carry out the law as it is, and we are doing well. Those who claim that the county Grading Committee palms off frauds on other counties should expose such counties, and their Grading Committees should also be exposed and sent home to stay.

4th. The law regulating Text Books should remain as it is. I am bitterly opposed to State Uniform Text Books. It is undemocratic, smacks of paternalism, and for many other reasons I am opposed to it.

5th. We need more money for educational purposes, and the law should be so amended as to allow our people to pay at least as much as they wish to educate their children.

Wishing the cause greater success throughout the State, I have the honor to be,

W. W. BOSTICK,  
County Superintendent.

#### LEON COUNTY.

In accordance with your request, the following brief report on school matters in Leon county is submitted.

We are now operating 77 schools, which include the two Academies in Tallahassee, one for colored and one for white youth, with an enrollment of 460 pupils in the colored academy and 162 in the white one.

#### TERM.

The Academies are high grade schools, and each year a term of 8 months is granted to them, respectively. The rural schools have from 5 to 6 months.

The average attendance with both races during the past term was very good.

#### SCHOOL ADVANTAGES.

The school youth of this county are specially blessed in this respect—a comfortable school house is in reach of every neighborhood, so that all of our children can have the benefit of a common school education.

In addition to this, the West Florida Seminary, a State college, located in Tallahassee, under the management of an able faculty, secures to the white youth of the county a collegiate course, while the State Normal and Industrial College for Colored Students, close by, gives the same advantage to the colored youth.

#### FINANCIAL MANAGEMENT.

The school work is conducted on a cash basis. Teachers' salaries are paid monthly in cash, and all accounts are settled up by the end of the scholastic year; no indebtedness is carried over to the succeeding term.

The *five mill* county levy, with the State distribution based on the average attendance, has been sufficient so far, under an economical management, for our purposes.

#### BUILDINGS AND SCHOOL LOTS.

It has been our policy to build 6 or 7 new school houses each year, neatly painted, well supplied with furniture and apparatus. Neat and comfortable school houses are the best indications of the interest felt in educational matters in a county. Our expenditure for new buildings, repairs, furniture, apparatus and school lots amounted to \$4,547.55 during the last term, and this county now owns over \$30,000 in school property, paid for and held under absolute title. It is hardly necessary to add that the people of Leon county are fully alive to their school interest, and that it will be kept at high tide.

Neither freezes nor cyclones affect our resources to any great extent. Leon is an agricultural county; the wealth of her people consists mainly of live stock and agricultural productions, which yield a certain and fixed income with increasing value, and consequently we are not wasting much time in devising new methods for increasing taxation.

#### TEACHERS' SUMMER SCHOOLS.

Teachers' Institutes are doubtless good things in their proper place and at the proper time, but teachers are human and have material frames just as we school officers have. There is



danger of both mind and body being impaired by overwork, and it is possible that a season of rest and recreation would better fit the teacher for the duties of the coming term than the close application to study for a month or two during the heat of summer.

#### REFORMING THE SCHOOL LAW.

There is much of good in the present law, and it will be best to let it alone, for a while at any rate. If it is to be agitated with these uncertain experiments of reform, what there is of good in it may be lost; with so many willing hands to help, there is some danger that the educational craft may be crowded with more sail than she can safely carry.

The Teachers' Uniform Examination is a good feature of this law; with time it will vindicate itself, and with reasonable examinations in the different subjects it will gather strength and make friends among the examinees; thus the incentive to violate its provisions will be greatly lessened.

N. W. EPPES,  
County Superintendent.

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#### LEVY COUNTY.

I have the pleasure of submitting this, my special report from Levy county, for the period covered by the last two years.

#### IMPROVEMENTS.

During the years immediately succeeding the great storm of September, 1896, we were called upon to rebuild or repair nine school houses at an expenditure of \$900. Our School Board has not only replaced these houses, but has also made improvements in many others. In addition to such improvements, we have had placed in our schools 400 desks of a home-made pattern, costing \$1.15 apiece, which are in many respects equal to the so-called patent desks, that cost from \$2.50 to \$3 each. We have given each of our schools a good blackboard, on which we use the cloth. Within the last two years we have bought 250 lineal yards of this blackboard cloth. We are now supplied with good blackboards, good seats, globes and maps, all of which we consider absolutely necessary in the way of furnishing a house, and beyond that we do not consider much else a necessity.

Before helping a school, we require deeds made to the school property.

Although the assessed value of our property is \$300,000 less than it was four years ago, yet our teachers' salaries have not been affected, but, on the contrary, have been on the increase; neither have we reduced the term of our schools—we have operated our schools five months during the year for the last eight years.

#### COURSE OF STUDY.


Since 1891 our schools have been required to follow a prescribed course of study. No teacher is permitted to use any other book in lieu of the adoptions, and no teacher is allowed to discard the course of study to make room for some pet scheme that has no other reason for existence than it is the one his Alma Mater trained him. No option is allowed either teacher or pupil—the Course of Study must be carried out; provided, that in case a young man or woman expects to attend school during only one term of school, the right is extended to such person of changing subjects.

#### PROMOTIONS.

Beginning with the Fifth Grade, pupils are advanced from grade to grade by making a general average of 60 per cent on a written examination. Questions for these examinations are prepared by the County Superintendent, and sent out upon requisition of the teacher at any time. All examination papers are first graded by the teacher, who sends them to County Superintendent for inspection and approval. This heavy work is thus undertaken by the County Superintendent, in order that there may be county uniformity. Promotion cards are sent to those who pass; those who fail are required to review the work of that grade. Exceptions to this rule will occur where the teacher assigns good reasons for a pupil's failure to pass, and urgently requests that he or she be allowed to take up the work of a higher grade. The teacher's recommendation is filed, together with the examinee's papers. Certificates of graduation are presented those who complete the full course of study.

#### TEACHERS RECOMMENDATIONS.

At the close of each school, teachers are required to file with County Superintendent a statement by grades showing the attendance, the aptitudes and capacity of each pupil. Appended to this statement, or report, is the teacher's recommendation for those not promoted by examination; the report is expected to explain to a successor the condition



the school and account for the difference in standing of pupils of the same grade. We try, by these reports, to save that much time to our schools, which is usually consumed by a successor in "getting acquainted" with the pupils. No successor is allowed to go to a school, and, at the beginning, upset the grades or turn all back to the first of the book; pupils are begun on the pages, approximately, where the last teacher left off. We have our teachers then to give lessons in review in connection with each daily recitation. In this manner pupils are encouraged to work forward, and teachers are given the opportunity to drill classes on matter that is needed to be reviewed. We do not so much believe in weekly or monthly reviews; but we try to make it a part of each recitation that one-quarter of the period be devoted to drilling pupils in matter that has, at some time, been gone over. The effect of such a practice is visible even to a casual observer, for pupils are quicker and made more tenacious.

#### FINAL DAY. /

We encourage our teachers to close their schools with public examination of classes, speaking, display of work on file, and dinner. We do not encourage having the public entertainments at night, at which time the school and teacher (who oftentimes delight the audience with negro sermons, monkey motions and smutted faces), give a free public performance. These "school exhibitions" generally monopolize the last three to five weeks of our children's time, in the way of getting ready for the show. We emphatically denounce all such, and have their popularity now largely crippled in Levy county.

#### DISTINCTIVE IDEA IN EDUCATION.

We impress all teachers that education lies not so much in acquiring knowledge as in making men and women—citizens. We work under the motto of character building. Our effort is in the line of developing the potentialities of each boy and girl. We begin with *integrity* and end with *intelligence*.

#### TEACHERS' INSTITUTES.

Our teachers meet monthly (except for a part of this present year) in institute. We have local institutes, grouping our schools and appointing a leader for each set of schools, or group. We are allowed the use of two columns of the county newspaper, and each group in consecutive order is expected

to fill those two columns. By this we are reaching more school people, and agitating the subject of education. Unless we can get people to talk about us, we think our affairs are at a low ebb.

#### HIGH SCHOOLS.

Our plan is to have the common schools tributary to the High Schools. We graduate pupils in a course of study uniform throughout the county, and allow nothing taught in the common schools that is included in the High School work. In the High School Course no attempt is made for a distinctive college preparation. We try to cover the work necessary for a county First Grade teacher's certificate.

We have two High Schools, which depend very largely for funds upon the sub-district levy.

#### EXAMINATION LAW.

We believe that the law requiring uniform examinations (commonly known as the Sheats' law) has done much to raise the standard of education in our county, making possible items of improvement that have come among us since its enactment.

We hold two examinations a year, and appoint on the Grad-in Committee teachers who will consider only the work before them. We prefer to hold two examinations, as then we can offer to our teachers an opportunity to raise the grade of their certificate. We insist on teachers taking up these opportunities to provide themselves with certificates. We want every teacher to be the possessor of *two* or *three* teacher's certificates. If a teacher can do no more than to obtain a Third-Grade Certificate, we believe that he should have three or four of that grade, and none of them expired.

#### POLICIES.

Our school warrants are held at par. When we are without money, we borrow until the taxes are paid.

We base the salaries of teachers upon; (1), the grade of the certificate; (2), the size of the school.

We select the best teachers obtainable for the salary, giving preference to those who reside in the county.

All schools are required to keep an average daily attendance of 60 per cent of the enrollment. The Board suspends the regulation in cases where an attempt is made to break down the school by wilfully withdrawing pupils enough to cut down the average.

The term of five months which is given by our Board is not allowed to be taken in divisions, but must be taught continuously.

We contract with our teachers for "100 days" of teaching, saying nothing about holidays.

The office of the Board and County Superintendent is not one where statistics merely are tabulated, but is one for the dissemination of Light and the promulgation of Truth.

S. PHILIPS,  
County Superintendent.

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## LIBERTY COUNTY.

I send you a brief statement of school operations in this county for the year ending June 30, 1898. We have 20 schools in the county, but on account of a lack of teachers and the small attendance at some of the schools, we had to consolidate and make one school of two. Some of the teachers have taught two or three schools the same year, and in this way we managed to have the schools taught.

### PROGRESS.

The educational progress, while not as good as it ought to be, is quite as good as we could expect, when everything in connection with it is taken into consideration.

### COUNTY HIGH SCHOOL.

We have not yet been able to make a success of our County High School. On account of a lack of funds, we had to shorten the term, from 8 months to 5, and again from 5 to 4 months.

### NEW BUILDINGS.

Since my last report the Board has secured two school lots. A school house has been erected on one of the lots, and a house is being built on the other.

### VISITS.

The schools have been visited regularly, and teachers and patrons have been encouraged to keep up the interest as much as possible. We labor under many disadvantages in consequence of the means at our disposal not being sufficient to supply the demands. It is a source of much trouble and inconvenience, for teachers and others who hold

school warrants, when there is no money in the treasury to pay them off.

#### SUGGESTIONS.

I would suggest and recommend that the school law be so amended as to make it the duty of the Board of Public Instruction of each county to fix the rate of millage for school purposes in their respective counties.

T. J. GREGORY,  
County Superintendent.

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#### MADISON COUNTY.

I submit the following in regard to school affairs in Madison county. The interest in education among the masses is steadily on the increase. The rules and regulations of the Board have been indorsed by the majority of our people. There are only a few croakers left.

We have had an increase of about 10 per cent in our average attendance.

#### SCHOOL BUILDINGS.

The white schools are very well supplied with comfortable frame buildings. The schools for negroes are not so well supplied, as the negro patrons are unsettled, and where a school is needed one year, perhaps the next, there will hardly be pupils enough to warrant opening a school. Hence we use the best building to be had. Some are taught in negro church buildings. Eight new houses have been erected since my last report—all good frame buildings. I am sorry to have to report that the building in the town of Madison, known as St. John's Seminary, is in a dilapidated condition; the new building that I thought two years ago was a certainty has failed to materialize. But we intend to succeed yet in building a good modern school house in Madison. The county is in a fairly good condition financially.

#### EXAMINATION LAW.

The Uniform Examinations have improved the grade of teachers, and opposition has changed to commendation. While we have had some success in our school work, we feel that there is still much to be done. And our watchword is

onward, till Madison county can be placed among the first counties in the State, educationally.

#### SUGGESTIONS.

1. County School Boards should be given the power to fix within legal limits the county levy for schools.

2. Provisions should be made for collecting taxes earlier than they are now collected.

3. There should be a limit to Second and Third Grade certificates; second grade should not be renewed more than three times, Third Grade not more than twice.

R. L. WILLIAMS,  
County Superintendent.

#### MANATEE COUNTY.

Complying with your request of recent date, I cheerfully submit herewith a general report of our public schools for the two years ending June 30th, 1898.

In reviewing our school work for the past two years, I feel that we have cause for congratulation for what has been done under rather embarrassing conditions, mainly due to an inadequate school fund, and the lack of the encouragement and co-operation of those in whom the law invests the power to provide the county school fund. Nevertheless, the interest manifested in the school work and general advancement of the educational affairs of our county by school officers, patrons and teachers compares most favorably with previous years.

#### SCHOOLS ORGANIZED, NEW BUILDINGS AND FURNITURE.

Within the period my report covers, 5 schools for whites and one for negro pupils have been organized; appropriations made, and, with the co-operation of the patrons, ten comfortable frame buildings have been erected, and needed repairs made on others. Two-thirds of our schools have been furnished with patent desks, and, I trust, ere my next report is made to you, every school building in the county will be amply supplied with desks, blackboards and stoves.

#### PUBLIC EDUCATION A SYSTEM.

Realizing that public education should be a system, and gratified with the success and excellent results attending my

efforts in unifying and systematizing the work during the first years of my administration, I was led to a true conception of the possibilities existing in a well-working system of education thoroughly in sympathy with the needs and requirements of our common schools; hence, it has been my earnest desire throughout; First, to make the classification as simple as possible, easy for the teacher to understand and follow, and to lighten his labors; Second, to regulate the steps from grade to grade, so that the pupil shall be interested and kept in school, encouraged and credited for work done, and that the usual waste of time and aimless work resulting from frequent change of teachers may be reduced to a minimum; Third, to put all the school work on a common plane, so that the amount of work accomplished, the system of reports, records, etc., may be the same; Fourth, to make the work of supervision stronger and more effective, to thoroughly enlist the sympathy of parents and school officers by making them better acquainted with what the schools are endeavoring to accomplish for their children. Along these lines it has been my aim to form a basis for comparing the work of different schools—thus securing the stimulus resulting from a united effort.

#### TEACHERS NEEDED.

My experience has long since convinced me that the success of our schools depends, more than any one thing, upon the teaching force. A good teacher means a good school, a poor teacher means a poor school. "As is the teacher so is the school," with these facts constantly in view, I have, at all times, been an advocate of County Normals, or Summer Schools for the better training of our professional material for more efficient and conscientious work in the school room.

The evolution of the "backwoods" teacher, and "old timer" has been gradual, in many instances a high standard of excellence has been attained—Thanks to the Uniform State Examination Law.

#### COUNTY HIGH SCHOOL.

The growth and success of our County High School have been most gratifying. The wisdom of our School Board in keeping this institution under the control and management of a faculty of experience and of established reputation, has been fully demonstrated by the large annual increased en-



We are highly pleased with the progress of the Myers High School, under the wise and energetic management of Prof. E. W. Barrington, a report of which by the Supervisor will accompany this.

#### SOME SUGGESTIONS.

1st. Let the law requiring Uniform Examinations alone. It is a good law, and if changed, I fear it will be for the worse and not for the better.

2nd. Let Third Grade certificates be good for only one year, and not re-issuable. A teacher that cannot or will not advance fifteen per cent. in one year, is not the teacher that Florida needs.

3rd. I am opposed to a State Grading Committee. We have no use for it. Carry out the law as it is, and we are doing well. Those who claim that the county Grading Committee palms off frauds on other counties should expose such counties, and their Grading Committees should also be exposed and sent home to stay.

4th. The law regulating Text Books should remain as it is. I am bitterly opposed to State Uniform Text Books. It is undemocratic, smacks of paternalism, and for many other reasons I am opposed to it.

5th. We need more money for educational purposes, and the law should be so amended as to allow our people to pay at least as much as they wish to educate their children.

Wishing the cause greater success throughout the State, I have the honor to be,

W. W. BOSTICK,  
County Superintendent.

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#### LEON COUNTY.

In accordance with your request, the following brief report on school matters in Leon county is submitted.

We are now operating 77 schools, which include the two Academies in Tallahassee, one for colored and one for white youth, with an enrollment of 460 pupils in the colored academy and 162 in the white one.

#### TERM.

The Academies are high grade schools, and each year a term of 8 months is granted to them, respectively. The rural schools have from 5 to 6 months.

The average attendance with both races during the past term was very good.

#### SCHOOL ADVANTAGES.

The school youth of this county are specially blessed in this respect—a comfortable school house is in reach of every neighborhood, so that all of our children can have the benefit of a common school education.

In addition to this, the West Florida Seminary, a State college, located in Tallahassee, under the management of an able faculty, secures to the white youth of the county a collegiate course, while the State Normal and Industrial College for Colored Students, close by, gives the same advantage to the colored youth.

#### FINANCIAL MANAGEMENT.

The school work is conducted on a cash basis. Teachers' salaries are paid monthly in cash, and all accounts are settled up by the end of the scholastic year; no indebtedness is carried over to the succeeding term.

The *five mill* county levy, with the State distribution based on the average attendance, has been sufficient so far, under an economical management, for our purposes.

#### BUILDINGS AND SCHOOL LOTS.

It has been our policy to build 6 or 7 new school houses each year, neatly painted, well supplied with furniture and apparatus. Neat and comfortable school houses are the best indications of the interest felt in educational matters in a county. Our expenditure for new buildings, repairs, furniture, apparatus and school lots amounted to \$4,547.55 during the last term, and this county now owns over \$30,000 in school property, paid for and held under absolute title. It is hardly necessary to add that the people of Leon county are fully alive to their school interest, and that it will be kept at high tide.

Neither freezes nor cyclones affect our resources to any great extent. Leon is an agricultural county; the wealth of her people consists mainly of live stock and agricultural productions, which yield a certain and fixed income with increasing value, and consequently we are not wasting much time in devising new methods for increasing taxation.

#### TEACHERS' SUMMER SCHOOLS.

Teachers' Institutes are doubtless good things in their proper place and at the proper time, but teachers are human and have material frames just as we school officers have. There is

danger of both mind and body being impaired by overwork, and it is possible that a season of rest and recreation would better fit the teacher for the duties of the coming term than the close application to study for a month or two during the heat of summer.

#### REFORMING THE SCHOOL LAW.

There is much of good in the present law, and it will be best to let it alone, for a while at any rate. If it is to be agitated with these uncertain experiments of reform, what there is of good in it may be lost; with so many willing hands to help, there is some danger that the educational craft may be crowded with more sail than she can safely carry.

The Teachers' Uniform Examination is a good feature of this law; with time it will vindicate itself, and with reasonable examinations in the different subjects it will gather strength and make friends among the examinees; thus the incentive to violate its provisions will be greatly lessened.

N. W. EPPES,  
County Superintendent.

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#### LEVY COUNTY.

I have the pleasure of submitting this, my special report from Levy county, for the period covered by the last two years.

#### IMPROVEMENTS.

During the years immediately succeeding the great storm of September, 1896, we were called upon to rebuild or repair nine school houses at an expenditure of \$900. Our School Board has not only replaced these houses, but has also made improvements in many others. In addition to such improvements, we have had placed in our schools 400 desks of a home-made pattern, costing \$1.15 apiece, which are in many respects equal to the so-called patent desks, that cost from \$2.50 to \$3 each. We have given each of our schools a good blackboard, on which we use the cloth. Within the last two years we have bought 250 lineal yards of this blackboard cloth. We are now supplied with good blackboards, good seats, globes and maps, all of which we consider absolutely necessary in the way of furnishing a house, and beyond that we do not consider much else a necessity.

Before helping a school, we require deeds made to the school property.

Although the assessed value of our property is \$300,000 less than it was four years ago, yet our teachers' salaries have not been affected, but, on the contrary, have been on the increase; neither have we reduced the term of our schools—we have operated our schools five months during the year for the last eight years.

#### COURSE OF STUDY.

Since 1891 our schools have been required to follow a prescribed course of study. No teacher is permitted to use any other book in lieu of the adoptions, and no teacher is allowed to discard the course of study to make room for some pet scheme that has no other reason for existence than it is the one his Alma Mater trained him. No option is allowed either teacher or pupil—the Course of Study must be carried out; provided, that in case a young man or woman expects to attend school during only one term of school, the right is extended to such person of changing subjects.

#### PROMOTIONS.

Beginning with the Fifth Grade, pupils are advanced from grade to grade by making a general average of 60 per cent on a written examination. Questions for these examinations are prepared by the County Superintendent, and sent out upon requisition of the teacher at any time. All examination papers are first graded by the teacher, who sends them to County Superintendent for inspection and approval. This heavy work is thus undertaken by the County Superintendent, in order that there may be county uniformity. Promotion cards are sent to those who pass; those who fail are required to review the work of that grade. Exceptions to this rule will occur where the teacher assigns good reasons for a pupil's failure to pass, and urgently requests that he or she be allowed to take up the work of a higher grade. The teacher's recommendation is filed, together with the examinee's papers. Certificates of graduation are presented those who complete the full course of study.

#### TEACHERS RECOMMENDATIONS.

At the close of each school, teachers are required to file with County Superintendent a statement by grades showing the attendance, the aptitudes and capacity of each pupil. Appended to this statement, or report, is the teacher's recommendation for those not promoted by examination. This report is expected to explain to a successor the condition of

the school and account for the difference in standing of pupils of the same grade. We try, by these reports, to save that much time to our schools, which is usually consumed by a successor in "getting acquainted" with the pupils. No successor is allowed to go to a school, and, at the beginning, upset the grades or turn all back to the first of the book; pupils are begun on the pages, approximately, where the last teacher left off. We have our teachers then to give lessons in review in connection with each daily recitation. In this manner pupils are encouraged to work forward, and teachers are given the opportunity to drill classes on matter that is needed to be reviewed. We do not so much believe in weekly or monthly reviews; but we try to make it a part of each recitation that one-quarter of the period be devoted to drilling pupils in matter that has, at some time, been gone over. The effect of such a practice is visible even to a casual observer, for pupils are quicker and made more tenacious.

#### FINAL DAY. /

We encourage our teachers to close their schools with public examination of classes, speaking, display of work on file, and dinner. We do not encourage having the public entertainments at night, at which time the school and teacher (who oftentimes delight the audience with negro sermons, monkey motions and smutted faces), give a free public performance. These "school exhibitions" generally monopolize the last three to five weeks of our children's time, in the way of getting ready for the show. We emphatically denounce all such, and have their popularity now largely crippled in Levy county.

#### DISTINCTIVE IDEA IN EDUCATION.

We impress all teachers that education lies not so much in acquiring knowledge as in making men and women—citizens. We work under the motto of character building. Our effort is in the line of developing the potentialities of each boy and girl. We begin with *integrity* and end with *intelligence*.

#### TEACHERS' INSTITUTES.

Our teachers meet monthly (except for a part of this present year) in institute. We have local institutes, grouping our schools and appointing a leader for each set of schools, or group. We are allowed the use of two columns of the county newspaper, and each group in consecutive order is expected

to fill those two columns. By this we are reaching more school people, and agitating the subject of education. Unless we can get people to talk about us, we think our affairs are at a low ebb.

#### HIGH SCHOOLS.

Our plan is to have the common schools tributary to the High Schools. We graduate pupils in a course of study uniform throughout the county, and allow nothing taught in the common schools that is included in the High School work. In the High School Course no attempt is made for a distinctive college preparation. We try to cover the work necessary for a county First Grade teacher's certificate.

We have two High Schools, which depend very largely for funds upon the sub-district levy.

#### EXAMINATION LAW.

We believe that the law requiring uniform examinations (commonly known as the Sheats' law) has done much to raise the standard of education in our county, making possible items of improvement that have come among us since its enactment.

We hold two examinations a year, and appoint on the Grad-in Committee teachers who will consider only the work before them. We prefer to hold two examinations, as then we can offer to our teachers an opportunity to raise the grade of their certificate. We insist on teachers taking up these opportunities to provide themselves with certificates. We want every teacher to be the possessor of *two* or *three* teacher's certificates. If a teacher can do no more than to obtain a Third-Grade Certificate, we believe that he should have three or four of that grade, and none of them expired.

#### POLICIES.

Our school warrants are held at par. When we are without money, we borrow until the taxes are paid.

We base the salaries of teachers upon; (1), the grade of the certificate; (2), the size of the school.

We select the best teachers obtainable for the salary, giving preference to those who reside in the county.

All schools are required to keep an average daily attendance of 60 per cent of the enrollment. The Board suspends the regulation in cases where an attempt is made to break down the school by wilfully withdrawing pupils enough to cut down the average.

The term of five months which is given by our Board is not allowed to be taken in divisions, but must be taught continuously.

We contract with our teachers for "100 days" of teaching, saying nothing about holidays.

The office of the Board and County Superintendent is not one where statistics merely are tabulated, but is one for the dissemination of Light and the promulgation of Truth.

S. PHILIPS,  
County Superintendent.

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## LIBERTY COUNTY.

I send you a brief statement of school operations in this county for the year ending June 30, 1898. We have 20 schools in the county, but on account of a lack of teachers and the small attendance at some of the schools, we had to consolidate and make one school of two. Some of the teachers have taught two or three schools the same year, and in this way we managed to have the schools taught.

### PROGRESS.

The educational progress, while not as good as it ought to be, is quite as good as we could expect, when everything in connection with it is taken into consideration.

### COUNTY HIGH SCHOOL.

We have not yet been able to make a success of our County High School. On account of a lack of funds, we had to shorten the term, from 8 months to 5, and again from 5 to 4 months.

### NEW BUILDINGS.

Since my last report the Board has secured two school lots. A school house has been erected on one of the lots, and a house is being built on the other.

### VISITS.

The schools have been visited regularly, and teachers and patrons have been encouraged to keep up the interest as much as possible. We labor under many disadvantages in consequence of the means at our disposal being sufficient to supply the demands. It is a source of trouble and inconvenience, for teachers and others who

school warrants, when there is no money in the treasury to pay them off.

#### SUGGESTIONS.

I would suggest and recommend that the school law be so amended as to make it the duty of the Board of Public Instruction of each county to fix the rate of millage for school purposes in their respective counties.

T. J. GREGORY,  
County Superintendent.

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#### MADISON COUNTY.

I submit the following in regard to school affairs in Madison county. The interest in education among the masses is steadily on the increase. The rules and regulations of the Board have been indorsed by the majority of our people. There are only a few croakers left.

We have had an increase of about 10 per cent in our average attendance.

#### SCHOOL BUILDINGS.

The white schools are very well supplied with comfortable frame buildings. The schools for negroes are not so well supplied, as the negro patrons are unsettled, and where a school is needed one year, perhaps the next, there will hardly be pupils enough to warrant opening a school. Hence we use the best building to be had. Some are taught in negro church buildings. Eight new houses have been erected since my last report—all good frame buildings. I am sorry to have to report that the building in the town of Madison, known as St. John's Seminary, is in a dilapidated condition; the new building that I thought two years ago was a certainty has failed to materialize. But we intend to succeed yet in building a good modern school house in Madison. The county is in a fairly good condition financially.

#### EXAMINATION LAW.

The Uniform Examinations have improved the grade of teachers, and opposition has changed to commendation. While we have had some success in our school work, we feel that there is still much to be done. And our watchword is



onward, till Madison county can be placed among the first counties in the State, educationally.

#### SUGGESTIONS.

1. County School Boards should be given the power to fix within legal limits the county levy for schools.

2. Provisions should be made for collecting taxes earlier than they are now collected.

3. There should be a limit to Second and Third Grade certificates; second grade should not be renewed more than three times, Third Grade not more than twice.

R. L. WILLIAMS,  
County Superintendent.

#### MANATEE COUNTY.

Complying with your request of recent date, I cheerfully submit herewith a general report of our public schools for the two years ending June 30th, 1898.

In reviewing our school work for the past two years, I feel that we have cause for congratulation for what has been done under rather embarrassing conditions, mainly due to an inadequate school fund, and the lack of the encouragement and co-operation of those in whom the law invests the power to provide the county school fund. Nevertheless, the interest manifested in the school work and general advancement of the educational affairs of our county by school officers, patrons and teachers compares most favorably with previous years.

#### SCHOOLS ORGANIZED, NEW BUILDINGS AND FURNITURE.

Within the period my report covers, 5 schools for whites and one for negro pupils have been organized; appropriations made, and, with the co-operation of the patrons, ten comfortable frame buildings have been erected, and needed repairs made on others. Two-thirds of our schools have been furnished with patent desks, and, I trust, ere my next report is made to you, every school building in the county will be amply supplied with desks, blackboards and stoves.

#### PUBLIC EDUCATION A SYSTEM.

Realizing that public education should be a system, and gratified with the success and excellent results attending my

efforts in unifying and systematizing the work during the first years of my administration, I was led to a true conception of the possibilities existing in a well-working system of education thoroughly in sympathy with the needs and requirements of our common schools; hence, it has been my earnest desire throughout; First, to make the classification as simple as possible, easy for the teacher to understand and follow, and to lighten his labors; Second, to regulate the steps from grade to grade, so that the pupil shall be interested and kept in school, encouraged and credited for work done, and that the usual waste of time and aimless work resulting from frequent change of teachers may be reduced to a minimum; Third, to put all the school work on a common plane, so that the amount of work accomplished, the system of reports, records, etc., may be the same; Fourth, to make the work of supervision stronger and more effective, to thoroughly enlist the sympathy of parents and school officers by making them better acquainted with what the schools are endeavoring to accomplish for their children. Along these lines it has been my aim to form a basis for comparing the work of different schools—thus securing the stimulus resulting from a united effort.

#### TEACHERS NEEDED.

My experience has long since convinced me that the success of our schools depends, more than any one thing, upon the teaching force. A good teacher means a good school, a poor teacher means a poor school. "As is the teacher so is the school," with these facts constantly in view, I have, at all times, been an advocate of County Normals, or Summer Schools for the better training of our professional material for more efficient and conscientious work in the school room.

The evolution of the "backwoods" teacher, and "old timer" has been gradual, in many instances a high standard of excellence has been attained—Thanks to the Uniform State Examination Law.

#### COUNTY HIGH SCHOOL.

The growth and success of our County High School have been most gratifying. The wisdom of our School Board in keeping this institution under the control and management of a faculty of experience and of established reputation, has been fully demonstrated by the large annual increased en-

rollment and attendance. Some of our very best primary teachers received their training in this school.

#### SCHOOLS OUTGROWING SCHOOL FUNDS.

We have had a steady increase of enrollment and average attendance, we regret, however, that we cannot report a corresponding growth in our county school fund.

The latter fact may be attributable to the false policy of economy of some of our county solons, who, "would rather see a cash balance left in the treasury at the expiration of their official term than to retire to private life with a living, eternity-enduring monument erected to their memory in the advancement of the public schools in the county." Your report published in a recent issue of the State organ, the Florida School Journal, however, gleamed like a silver lining through this passing cloud in revealing to us that Manatee is one of the few counties having an increase of more than 30 per cent. in the attendance of pupils.

#### AS OTHERS SEE US.

I feel that it will not be amiss to incorporate in my reports the following statistics lately published by the Manatee River Journal of this county:

In looking over the records of our county schools for the past eight years, we have gathered some statistics which will be exceedingly interesting to all friends of education, in that they show a remarkable growth or increase in the number of pupils attending the schools, and also a large decrease in the *per capita* expense of conducting the schools per annum.

Beginning with the year 1890, we find that the *per capita* receipts from all sources for actual enrollment of pupils was \$9.10, while for the term ending July 1st, 1898, the receipts *per capita* was only \$5.25, a reduction of nearly for each pupil.

We find that for the term of years from July, 1894 to July, 1898, the receipts *per capita* for actual enrollment was \$8.95 per annum, while for a similar term of four years from July, 1894, to July, 1898, it was \$6.77, or a decrease of *per capita* per annum for the last four years.

For the term of 1890 the aggregate enrollment of four schools on the river at Braidentown, Manatee, E and Palmetto, was 205 pupils, which cost the Board \$6.98 *per capita* per annum, while for the term ending July 1st, 1898, the same schools, with an enrollment of 452 pupils, cost \$6.98 *per capita* per annum.

The enrollment of the Braidentown and Palmetto schools, the two largest in the county, for the term ending July, 1898, were 188 and 148 respectively. These schools were conducted at an average actual cost *per capita* of \$1.38 on average attendance, while the *per capita* cost on the average attendance of the other schools in the county was from \$1.50 to \$1.60.

During this period of eight years the value of school property owned by the county has grown from almost nothing to nearly \$12,500, acquired by purchase and donation of the different school districts.

Of the one mill tax paid to the State for school purposes, Manatee is one of the fortunate counties, receiving back \$1.11 for every dollar paid out. This is the direct result of our high average attendance, which speaks well not only for the management of our county school affairs, but also for the interest shown by the parents of the county in keeping their children in school regularly.

#### TO WHOM CREDIT DUE.

To whatsoever has been accomplished in the advancement and betterment of the educational interests of the county, much is due to the work of energetic and progressive School Boards, local school officers, patrons, teachers, and our liberal, wide-awake county papers. To all of whom, I am grateful.

#### LEGISLATION SUGGESTED.

1. I favor a law making mandatory the establishment and maintenance of a graded High School for a term of eight months, in every county having a specified valuation and population.

2. I favor an amendment to the law placing the power with the Board of County Commissioners to fix the county levy for school purposes. Those who are responsible for the distribution of the school funds, the management in detail, and supervision of the schools, should, alone, have this power.

3. I favor a law providing for a State Uniformity of Text-books.

4. I do not favor a law to create a State Grading Committee. Such a law, in my opinion, would bring about vexatious delays in the engaging and assigning of teachers. I favor no change in the present examination law.

## APPRECIATES ADVICE.

In concluding this, my third bi-ennial report, to you, beg to acknowledge my appreciation of the valuable advice and many courteous suggestions given me along the line of my official duties.

W. M. ROWLETT,  
County Superintendent.

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## MARION COUNTY.

I take great pleasure in presenting to you this general report of the condition and progress of the schools in Marion county for the two years ending June 30, 1898.

The schools of Marion county are in good condition. The teachers are thoroughly interested and alive. While our schools are not up to the standard which I hope and expect to see them reach within the near future, I can congratulate our teachers on trying to do their duty, and the earnestness manifested in their work. My relations with the teachers the two years I have been in office have certainly been pleasant. The teachers have been willing and ready to carry out every rule, law or suggestion made by either the Superintendent or Board.

## FINANCIAL.

The financial condition of the county for the last two years has been most embarrassing, and our Board has worked under very unfavorable conditions, but school affairs have been managed in a business-like way.

My first annual report, made July 1st, 1897, showed the indebtedness of the county to be \$13,715.05. To this show have been added \$1,350, an appropriation made several years before, to build a colored school house in Ocala, which new Board was called on to pay, making an actual indebtedness of \$15,065.05. Besides this amount, the county in litigation with the State and ex-Treasurer Collins in sum of over \$8,000, which would have increased its indebtedness to \$23,000. This caused the Board to reduce school term to 5 months, and the building and repair one-half.

My report made July 1st, 1898, shows the total indebtedness to be \$9,199.18, a reduction of \$5,865.87. For the next term the Board will run the schools only 5 months and has again reduced the building and repair expenses.

safe in saying that my next annual report, to be made July 1st, 1899, will show not over \$1,000 indebtedness. The litigation with the State and ex-Treasurer Collins has been settled on a basis mutually agreed upon, and it is already the settled decision of the Board to run the schools 6 months the next term, and on a cash basis.

#### IMPROVEMENTS IN SPITE OF EMBARRASMENTS.

In spite of the embarrassments under which our Board has labored, improvements have been made within the last two years, three new school houses have been built for whites, and three for negroes. Ocala has, I suppose, the best colored school building in the State, building and furniture costing \$4,000. One room has been added also to each of five houses.

#### NEW RULES AND REGULATIONS.

Last June the Board adopted and printed new rules and regulations and a complete course of study. The course of study is arranged so that on the first day of school pupils can be made acquainted with the amount of work required of them during each month, or during the entire term, and pupils and patrons know this work must be completed, or the child cannot advance to the next higher grade.

#### SCHOOL EXAMINATIONS.

Three written examinations are held each term. The Superintendent and Board prepares all questions. To get promotion to a higher grade, the pupil must make an average of 80 per cent. in the three examinations, 85 per cent. in deportment, and 75 per cent. in attendance. At the end of each term, two grade books are made out by each teacher, giving the name of each pupil in each grade, the age and per cent. in scholarship, deportment and attendance. One of these grade books is sent to the Superintendent, the other is left with the Supervisor to be delivered to the next teacher.

There has not been a single complaint from any teacher unfavorable to the change and new work, but commendations in favor of the course came from every quarter. Each teacher makes a strong effort to bring his or her school within the graded course. Scholars and teachers have all taken hold of the work, as if eagerly waiting for it.

#### TEACHERS' ASSOCIATION.

A live Teachers Association is in existence. The county is large, making it almost impossible for many teachers to attend regularly. It is held in Ocala, about the center of the

county, while the most distant school is posted 36 miles away, but the average attendance to these associations for the present term has been a fraction more than 65 per cent of all white teachers.

#### NO CHANGE IN EXAMINATION LAW.

I am unqualifiedly against any change in the Examination Law, especially the creation of a State Grading Committee. The teachers in Marion county are as competent as the State can furnish. They are honest, conscientious and careful. If the counties advocating a State Committee have no competent teachers, or teachers they can trust, if they will offer sufficient salaries, Marion can supply their needs.

#### UNIFORM TEXT-BOOKS.

I favor a Uniform System of Text-Books, but it should be left to the most competent teachers and Superintendents in the State to select these books. I suggest a committee consisting of 5 County Superintendents, appointed by the State Convention of County Superintendents, 5 teachers, selected by the State Teachers' Association, and the State Superintendent, who should be Chairman.

#### SALARY OF COUNTY SUPERINTENDENT.

I favor the Legislature's fixing the salary of County Superintendents on some basis. I had rather work for \$50 per month as a certainty than to work for a higher salary and be afraid to express my views for fear it would offend an unscrupulous member of a School Board, who, at the first opportunity, would reduce the salary.

#### GIVE COUNTY SUPERINTENDENTS MORE POWER.

Enlarge the powers of the County Superintendent. Most people believe that he can carry or prevent the adoption of any measure at will. The truth is, he has no authority in regulating the conduct of the schools, no power of restraint or discretion on any subject matter, and yet he is held responsible by the people—his enemies in particular—for the mistakes or shortcomings of the school management. Responsibility without authority is unpleasant and unjust; justice and fairness demand that he be clothed with power and authority that will give him some potential voice and influence in the management of the schools, thereby putting him beyond the power of any member of the Board who may be jealous and seek to retard his progress. Why not make the County Superintendent a member of the School Board?

It would put no extra labor on him, and would do away with the expense of one member of the Board, and would save about \$4,000 over the State annually, and, in my opinion, would greatly improve the school system; or make him ex-officio member.

#### THE SCHOOL LEVY AND WHO SHOULD MAKE IT.

The School Board should have the power to fix the county school levy, and the 5 mill limit should be abolished, and 7 mills made the maximum.

I wish to thank the patrons and all citizens for their hearty support of the school system. They willingly pay 5 mills, and would as willingly pay one or two mills more for school purposes.

W. D. CARN,  
County Superintendent.

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### MONROE COUNTY.

Monroe county, composed entirely of islands, or the Florida Keys, extending from the Dry Tortugas eastward and northward to Cape Sable, and somewhat north of that point on the West Coast, is very sparsely settled except at Key West, the only city of the county. Owing to this condition, there are fewer public schools in Monroe county than in any other county of the State, there being outside of Key West, on the islands at different settlements 7 schools, while in the city there are 5, making twelve public schools in all in the county. The schools on the islands are all small, or district schools, each under one teacher or principal, while those of the city of Key West are Graded Schools with several departments in each, and are under a good corps of efficient teachers. The attendance at each school is to the full capacity of the buildings, and sometimes are so crowded that we are forcibly reminded of the absolute need of more school room. For the past two years we have been struggling with a deficit in our school funds to such an extent that the Board of Public Instruction has not cared to undertake the erection of more school houses by involving a further indebtedness.

#### ABOLISH THE MAXIMUM 5 MILL LIMIT.

The new Board has in view and has hopes of improving and adding to our school system in the near future, by new buildings in Key West, and establishing other schools outside of Key West at places where a sufficient number of



families have settled and a number of children can be gathered to justify the location of a school.

In order to be able to do this, they have approved of any movement that might be made to amend the Constitution of the State by abolishing the maximum limit of 5 mills for school taxation, and adopted at its meeting resolutions to that effect and requested our legislators from this county to support any such movement.

#### THE UNIFORM EXAMINATION.

The law providing for the Uniform Examination of the teachers of the State, which was enacted in 1893, and put in operation for the first time in 1894, has been the means of raising the standard of the teachers and schools of our State to a fair comparison with the system in many of the States of our Union, and I trust that it will continue to improve them till we have in Florida an educational system that shall be an example unto many. Of course, it is unsatisfactory to many teachers, and they would like it amended to suit their ideas; but if it had to be amended to suit the ideas of this one, that one, the other one, I think our next Legislature would have a task on its hands, and the result would be that the law, as it now stands, with its good points, and its bad ones as well, would be amended and amended, and finally amended to death.

#### LEGISLATION—GRADING COMMITTEE.

I do not think I have any suggestions to make in regard to school legislation at the coming session. Oftentimes it is better to "leave well enough alone," because to meddle much with the law as it now stands might make it worse. It is not what we want, but what we may get, that must be considered in undertaking any changes in the present school law. I have at times, however, thought it would be well to have some change made in the matter of the Grading Committee. Instead of each county having its own Grading Committee, the State should be divided into eight or nine districts, and a Grading Committee for each district appointed by the State Board of Education, to whom, after each examination, the papers could be sent by express.

Possibly that would result in a more uniform and satisfactory gradation of the papers, and would overcome the tendency and disposition of some County Boards to refuse to accept the certificates issued by other counties.

C. F. KEMP,  
County Superintendent.

## NASSAU COUNTY.

Replying to your request for a report of school operations in Nassau county, from July 1st, 1896, to June 30th, 1898, I respectfully present the following:

## CONDITIONS AS I FOUND THEM.

When I entered upon the duties of this office in January, 1897, I was very much embarrassed by the condition in which I found its affairs. A disastrous storm had recently swept across the county, by which many buildings had been destroyed, a number of human lives lost, large tracts of valuable timber laid waste, and in the rural districts roads made impassable. Seven of our school houses were included in the general wreck, in one of which one pupil was killed outright and three others severely injured. Five of these school houses were still lying on the ground, several others were off of their foundations and badly damaged, and nearly *all* of them were sadly in need of immediate repairs. The School Board was already *burdened with a heavy debt*, while its resources were barely sufficient, under normal conditions, to carry on its work. The new School Board was composed of zealous and good men, but two of them without any experience in school affairs.

## SUMMER SCHOOLS FOR TEACHERS.

During the summer of 1897, the School Board provided a "School for Teachers" in the county, for each race, with a term of eight weeks. The school for the whites was taught by Prof. Geo. F. Scott, of Starke, Fla., with an enrollment of 32. The school for negroes was taught by Prof. W. H. Peck, colored, of Fernandina, Fla., with an enrollment of 29. In May, 1898, the State Superintendent located a "Training School for Teachers" for both races at Fernandina, in this county, with a term of four weeks. The department for whites was but fairly well attended, while the attendance in the colored department was unusually large.

The effect of these schools has been very encouraging, and we hope by State or county provision to have one every summer.

## ADOPTED UNIFORM TEXT BOOKS.

Prior to June, 1897, no series of books had ever been prescribed by the School Board for use in the rural schools. The condition can be easily imagined. In some of the schools there were books in use of nearly as many different kinds as there were pupils, some of them so antiquated that they might

almost be designated as souvenirs of the "Patriarchal Age." In June, 1897, the School Board adopted a uniform series of books. The Superintendent was made the agent of the Board to handle the books during the "introductory" period, and supply them to the patrons at their net cost to the Board, thus giving the patrons the privilege of "exchange," and the 10 per cent. commission allowed by the publishers. This order, at first, met with considerable opposition, but as its object became better understood its propriety was recognized, and now most of the schools are using the adopted books. As the "introductory" period has expired, the Superintendent no longer handles the books. An agent has been appointed, who furnishes the books at the publishers' catalogue prices.

#### PUPILS WITHOUT BOOKS.

In some parts of the county a good many pupils attending school are not supplied with books of *any* series. In visiting some schools I have seen classes of two or more reading from one book. In one instance I found a class of five reading from one Fourth Reader, it being the only one of that grade in the school. The parents say they are not able to make the outlay, and, in many cases, I believe this to be true. The only remedy that I can suggest is the adoption of the "Free Book System" as soon as our financial condition will permit.

#### BUILDINGS.

During the period covered by this report, six new frame school houses have been erected, the houses that had been blown from their foundations replaced, and all other school buildings have been repaired and made comfortable.

#### FURNITURE AND SCHOOL TERM.

Three of our schools have been equipped with new patent desks. We give our schools a uniform term of 5 months.

#### SCHOOL WARRANTS.

Most of our schools usually begin their terms in September, and end the same in February. The taxes levied to meet the estimated expenses of the current year are seldom collected before March or April, and thus we are deprived of the use of these funds until after the greater part of our work is accomplished, but in order to protect the teachers and other holders of school warrants against losses by discount, the Board has entered into an agreement with the First National Bank of Fernandina, whereby all school warrants issued are made payable at said bank and cashed upon presentation without dis-

count or exchange. The Board pays interest on such warrants at the rate of 8 per cent. per annum, from the date on which such warrants are cashed until paid.

#### FINANCIAL CONDITION.

Our financial resources are not adequate to the needs of our work, although the County Commissioners have unanimously endorsed the efforts of the School Board by allowing the maximum levy of 5 mills. Economy and retrenchment have been practiced wherever possible, still the imperative need of new buildings and unavoidable repairs, most of which were entailed upon us by the severe visitations of the late storm, have created such a drain upon our finances that nothing remains to alleviate the indebtedness created in the past.

#### SUGGESTIONS.

My only suggestion would be that of a radical change in the law relating to the School Board. Under the present conditions, often after an election an entire new Board takes charge of school matters, without the least knowledg of work accomplished or planned by the former board; ignorant of the financial conditions left by its predecessors, and of the taxable resources of the county in its relations to school matters, and the other financial means relating thereto; unacquainted with the services and standing of the county's teachers, or the location and value of school property, or the the attendance of pupils and relative needs of different localities, and many other items necessary to be known in order to conduct the affairs of the Board to the best interests of the schools, its finances, and the public.

Remedy: Term of office of members of the School Board to be made six years, one member to be elected every two years.

#### RECOMMENDATION OF COUNTY BOARD.

At its last meeting the School Board adopted with great unanimity a resolution recommending that the five mill maximum in Section 8, Article XII, of the State Constitution be stricken out and a *ten mill maximum* be inserted in its place.

C. A. SNOWBALL,  
County Superintendent.

## ORANGE COUNTY.

During the past two years there has been a general improvement in the work done in the schools of Orange county. In stating this fact I am aware that I make use of a stereotyped utterance. To request an officer to pass judgment upon his own work is not always a sure means of arriving at the truth.

The work done in the schools of a county depends largely as to quality upon the efficiency of the Superintendent in his department of the work; so that in making these reports the Superintendent is giving his opinion of his own success or failure in his work—is passing judgment upon himself and is expected to be lenient to the prisoner at the bar.

## TEACHERS IMPROVING.

Our teachers are mostly progressive because they are *studying*. To be able to say of a convicted sinner, "Behold he prayeth," is no greater evidence of a hopeful future than to be able to say of a teacher, "Behold he studieth." Our teachers as a whole are studying diligently, and therefore I am greatly encouraged and am expecting greater things for the future.

## EFFECT OF EXAMINATION LAW.

This satisfactory state is due in a large degree to the desire of the teachers to pass the examinations creditably; therefore primarily to the Uniform examinations, which, like "death and taxes" cannot be evaded; secondarily, to a strict adherence to the letter and spirit of the law in the conduct of the examinations; and largely to the fact that these examinations have screened out many of the inferior teachers and a better, more progressive class has been secured who know that standing still does not mean progress; and also to the fact that a number of our teachers have been recently attending the Normal Institutes of this and other States, and our Summer Normals, and the leaven thus procured is leavening the whole lump.

## ABOLISH 5 MILL MAXIMUM, ETC.

Our finances, seriously crippled by "the freeze," are beginning to recover and in a short time, under ordinary conditions, will reach their normal state. Our people are ready for an increase of school tax, and to abolish the 5 *mill maximum*. I would suggest that the 3d grade certificate be abolished, as well as the power now given Superintendents to grant "Temporary Certificates."

W. B. LYNCH,  
County Superintendent.

## OSCEOLA COUNTY.

The progress of our schools has, possibly, never been better than at present.

## TEACHERS.

In the selection of teachers, earnest attention has been given to the matter of mental and moral worth, while any special fitness for the school-room has had its full and deserved share of consideration. With a few exceptions our teachers are residents of the county. For some years it has been a rule with the Board of Public Instruction in and for this county to encourage and patronize, in a reasonable way, home talent. Therefore, other things being equal, the schools have been, as far as practicable, placed in the hands of resident teachers; and although the large and rich fruition always hoped for under this system, is not always realized, still the working of the rule have very generally been good. The law that all rules have their exceptions may, in a sense, be applied to this one; and if mistakes have sometimes been made in the appointment of teachers, said mistakes have been few and on the side of justice.

## HIGH SCHOOL.

The Osceola High School, located at Kissimmee, is an institution in which the people of town and county alike feel a just and increasing pride. The faculty is composed of six teachers, two males and four females; and the course of study is well-nigh as full and complete as that of any educational institution in the State. Young men and young women graduated from this school are qualified, as far as scholarship goes, to take up at once the difficult and delicate task of training and developing the minds of the children of the land. From these graduates we are pleased to select, whenever we can, the material out of which to construct home-made teachers as afore-mentioned.

The High School building is large, commodious and imposing, having been recently erected at a cost of about \$4,400. Of this cost, the county paid \$1,700, the city council, \$1,500; and the remainder was covered by private subscriptions. The building is a frame structure of two stories. On the first floor are six large, well ventilated and nicely appointed rooms for general school purposes; on the second floor are two spacious rooms for the department of music and art (a self-sustaining department), and an auditorium 50x80 feet for commencement occasions. It is gratifying to note the attendance of children

from the country upon this school. I can only wish that more of them could attend.

It is proper just here to state that the cost of running this school is paid in part by the city. I have gone thus into particulars respecting this Institution in order to show the lively interest our people are manifesting in Educational matters. The school is not a city school, but a county school; and the building the property of the county.

#### COUNTRY SCHOOLS.

We have several excellent schools, in charge of competent teachers, in country districts, but in some parts of the county, owing to the impermanence of the settlements, it is next to the impossible to keep up good schools one year with another. This county is a vast cattle range, and men in the live stock business are frequently under the necessity of changing localities in order to find the best pastorage.

#### DISPARITY OF ADVANCEMENT IN STUDIES.

I am glad to believe that the work done in our schools is showing from time to time, a healthy improvement. I have found in many instances a striking disparity in the advancement of classes in arithmetic and that of classes (same pupils) in reading—the reading being, invariably, two or three grades ahead of the arithmetic. It has been my constant concern to have the teachers to remedy this evil as rapidly as possible by bringing the arithmetic up to the reading.

#### FREE TEXT BOOKS.

Without discussing the question at all, I have to say that since the introduction of *free books* into our schools, teachers have had their labors very much lightened, and their power and efficiency correspondingly augmented. There is no longer strife between teacher and parent as to the books to be used by the children, that matter having been settled by the proper authorities.

#### BOARD OF PUBLIC INSTRUCTION.

The three members of our Board are men who have the ability to understand and appreciate the exalted position which they occupy; and the courage to discharge their duties, as they see them, without fear, favor or affection, of, for or toward any one. The Board has done what it could to advance the educational interests of the county throughout its length and breadth.

Begging to submit this informal report, I have the honor to be.

W. B. HINTON,  
County Superintendent.

## PASCO COUNTY.

In obedience to your request I have the pleasure of submitting the following report of school operations in Pasco county from July 1, 1896, to June 30, 1898:

## PROGRESS MADE.

The progress made in the schools throughout the county, morally and intellectually, has not only proved satisfactory, but highly gratifying; the average attendance has increased 13 per cent., the enrollment 8 per cent. This improvement is the result of the labors of efficient and qualified teachers, given by the Uniform Examination law, who can interest, instruct and advance the pupil and awaken in the patron a lively interest in the school.

## GRADED AND HIGH SCHOOL.

The County Graded and High School flourishes under the principalship of Prof. R. M. Ray, ably assisted by a corps of highly efficient and well qualified teachers; the work of this school has excelled all previous years and stands upon a higher moral and intellectual plane than ever before in the history of the school, and by its good work has won the confidence, and so interested its patrons that they are enthusiastic on the subject for a better and higher education of the youth. Under these favorable circumstances, I am putting forth a greater effort to elevate it to the highest plane of usefulness, that it may not be only in name, but in fact, a Graded and High School abreast with the finest schools in the land.

The prescribed course of study prepares the pupil for the collegiate course and furnishes our common schools with teachers.

## SUB-DISTRICTS.

Pasco has 29 Sub-districts voting a three mill tax. We have built five school houses, bought one, and furnished five at a cost of two thousand five hundred dollars. The County Board furnished two hundred dollars of the above sum. Three districts have established Graded and High Schools and run them from 6 to 8 months; the schools in the districts use the special tax to lengthen the term, purchase furniture and books. Many run 8 months, and we hope to be able with the help of the special tax to run all of the schools in the Sub-districts next year eight months. The School Sub-district law was a wise piece of legislation and all counties that can not run their schools 8 months should take advantage of it.



## UNIFORM EXAMINATIONS.

I cannot commend the Uniform Examination law and its results in terms too strong. Its beneficent effects are felt in every school room throughout the county in the enlargement of the teachers' usefulness. However, I would suggest that applicants for 2nd and 3rd grads certificates be examined on the *School Law*.

## FINANCES—ABOLISH 5 MILL MAXIMUM,

Last year we reduced our indebtedness \$2,000, and within the next two years will pay it in full. Our *warrants are not discounted*, we keep them at par. If our next Legislature will amend Section 8 of Article XII, of the Constitution, by striking out the words "nor more than five mills," indebtedness will be a thing of the past and our schools "will flourish like the palm and grow like the cedar."

In conclusion, I must say that our schools have done as well as we could expect with a short term.

D. O. THRASHER,  
County Superintendent.

## POLK COUNTY.

In compliance with your request, I have the honor to submit the following:

The schools of Polk county are undoubtedly in a better condition than ever before. There has been a steady increase of attendance in our schools, and the attendance has been more regular, since my report two years ago. This is due, not to increased population, but to increased interest in the public schools.

## IMPROVED METHODS IN TEACHING.

The quality of the work done in the schools has greatly improved. This is chiefly due to the better preparations on the part of the teachers, which has been gained by attendance at Teachers' Summer Schools, home study preparatory to examinations, and attending the monthly meetings of the County Teachers' Association and Reading Circle.

## FINANCIAL CONDITION.

Owing to the effect of the freeze and other calamities, the assessed valuation of the property has decreased, thus decreasing the income for school purposes very materially. This de-

crease in funds has crippled the schools, causing the Board this year to take a step backward by shortening the school term one month.

#### THE COURSE OF STUDY.

The course of study prepared in 1896, having been slightly revised last year, is still in use. It has been helpful in systematizing the work in the county. We expect to revise and improve the course this year.

#### TEACHERS' ASSOCIATION AND READING CIRCLE.

Very much of the success our teachers have achieved in their school work is attributable to the Polk County Teachers' Association and Teachers' Reading Circle. This association meets about once each month on Saturday, during the school term, and such subjects are discussed as will help the teachers in their work, and arouse a greater interest in education on the part of patrons and friends. While attendance at these meetings is not compulsory, yet every teacher is expected to attend if he can possibly do so. Out of 96 white teachers in this county, at least 80 per cent. are reading the books selected by the Teachers' Reading Circle.

#### SOME NEEDED LEGISLATION—ABOLISH 5 MILL MAXIMUM.

I submit the following suggested changes in our present school law, which if the Legislature can be induced to make, I think the schools will be greatly benefited; unless some of the legal restrictions and limitations can be removed, our schools must cease to advance, and by a natural law they will necessarily retrograde:

1st. Remove the 5-mill constitutional limit for school purposes.

2d. Place the sole power of levying tax for school purposes in the hands of the County Boards of Public Instruction, who, by virtue of position, are better qualified to act in such matters, and being elective, are thereby nearer the people.

3d. Have members of the School Boards elected for six years; provided, that in the first election one shall be elected for two years, one for four years and one for six years.

4th. Make Third Grade certificates good for one year only, and re-issuable but once.

J. L. HOLLINGSWORTH,  
County Superintendent.

## PUTNAM COUNTY.

I herewith submit my bi-ennial report for scholastic years from July 1st, 1896, to June 30th, 1898.

## DECREASE IN SCHOOLS.

We have had to abandon a few rural schools for want of a sufficient number of pupils to maintain the required average. We have not lost the pupils to the county, for most of them have moved to the towns, where they could get better school facilities and their parents obtain employment.

## SCHOOL SITES AND NEW BUILDINGS.

Our Board has erected several new school buildings, sometimes aided by the patrons. We build all our school houses on similar models, one a small and the other a large size. The school lots or sites are always donated to the Board by the patrons.

## FURNITURE AND EQUIPMENTS.

Some outlay has been made in purchasing furniture, but the improved desks come so dear, we find we can make a very handy seat and desk for less than half the money. *No purchases of charts have been made, and the chart men have wasted their long-winded fragrance on the desert air, when exemplifying the merits of their wares.* We have made an effort to place a Webster's Unabridged Dictionary in our leading schools, but our finances have run so close we have not done all we wished in this line. Some of our schools are deficient in blackboard surface, and I have aroused our Board to the importance of providing more blackboards.

## COUNTY TEACHERS' INSTITUTE AND LIBRARY.

During the school term of 1897-98, we ran a County Institute, charging each member an admission fee of fifty cents. The fund thus accumulated was invested in pedagogical books, the Superintendent made the Librarian, the books to be loaned to any member applying for them. Traveling facilities were so poor in getting to and from Palatka the same day, the teachers did not make the attendance a success.

## HOME TALENT.

With a few exceptions, we have had enough home teachers to fill our white schools, but colored teachers have been drop-

ping out at the late examinations, until we had to double them up to fill vacancies by teaching the second term.

#### FINANCES.

Notwithstanding our finances have run low each year, we have always managed to pay our teachers monthly. When we can't do this we will close shop. We have never asked for the maximum five mills in any year, and one year the Board of County Commissioners cut us back to  $3\frac{1}{4}$  mills, which has kept us a little short at times ever since. We are of the opinion no such power should be delegated to that Board.

#### UNIFORM EXAMINATION LAW.

Our schools have advanced in intelligence, under the Uniform Examination laws, but one thing we do believe, from our observation, that the law permitting a teacher to obtain an indefinite number of Third Grade Certificates should be changed back to its first requirement.

#### SUB-DISTRICTS.

Our sub-districts are doing good work under the method of local taxation, and I am of the full opinion much of the red tape process ought to be taken off, so that every school district could have these local advantages. When a people want a good thing, and are willing to pay for it, I see no reason why they should not be permitted to have it.

#### LEGISLATION.

Some legislation is necessary:

1st. A change in the present law, so as to allow teachers to obtain *not exceeding two Third Grade Certificates*.

2d. A remodeling of the sub-district law, so as to confer the power on every school locality, without so much complication and restriction.

3d. A means to reach the parent by Compulsory Education or otherwise, so as to compel attendance of every pupil.

The question of Uniformity of Text Books, while I am individually opposed to it, I shall leave for other and abler pens.

THOS. W. RALPH,  
County Superintendent.

## SAINT JOHNS COUNTY.

Replying to your request, I beg to make the following report for the past two years:

### INCREASED LEVY—ABOLISH 5 MILL MAXIMUM.

The cause of education in this county, and I suppose in every county in the State, is greatly handicapped because of insufficient funds with which to carry on the work. Only by the closest economy and most careful management are we able to meet present obligations, while new buildings, better salaries and a longer term are entirely out of the question.

A levy of 6 mills in this county, instead of 5 as at present, would soon enable us to pay off our present indebtedness and to make many needed improvements.

It is earnestly to be hoped that our next Legislature will amend the Constitution by striking out the words, "nor more than five mills," and thereby strike off the fetters that have so long crippled our cause in this State.

### SCHOOL FUNDS USED.

Our experience within the past two years has shown that a School Board may be greatly embarrassed in its work by having its funds entangled with those of the county proper. Only after the loss of much time and more money, to us, were the County Commissioners able to get the accounts straightened out, (we were obliged to wait on their action), and it was then found that over \$1,800 of school money had been used for building bridges and improving roads. All this trouble and loss would have been avoided had the Superintendent of Schools been treasurer of the school funds. We are heartily in favor of a law giving each School Board full control of its own funds through the County Superintendent, requiring him to give bond and a strict accounting as in the case of the County Treasurer.

### COMPULSORY SCHOOL LAW.

There is a strong sentiment in this county in favor of a compulsory school law. If such a law were adopted and made to apply to children from 6 to 12 years of age, it would meet with general approval here.

### TEACHERS' INSTITUTES.

We find that our County Teachers' Institutes are of the greatest value to the teachers, and we hold that public money

can be spent in no better way than by giving teachers each year a month's instruction in the methods and practice of teaching.

#### HIGH SCHOOL AND LIBRARY.

It has been our constant effort to keep up the standard of our High School in this city; and we feel that, with its present efficient corps of teachers, we have a school second to none in the State. This school has a good Library of over 200 volumes for the use of pupils, a complete chemical laboratory, and a room thoroughly furnished with apparatus for the study of physics.

#### COLORED GRAMMAR SCHOOL.

Last summer we were fortunate in securing the services of a most capable man as principal of our Colored Grammar School; and many improvements are already noticeable. The school has been thoroughly graded, the standard has been raised, and greater interest has developed in both pupils and patrons. Our colored people are waking up to their advantages in school matters and as a result the building is filled to its utmost capacity. This school, like all of our city schools, is given *a term of 8 months*.

#### COUNTRY SCHOOLS AND LETTER WRITING.

We are operating all schools in the county 7 months where they keep up an average of ten or more. Most of the school buildings are frame and the majority of them are filled with patent desks.

With few exceptions all schools are visited at least twice a year as prescribed by law.

I have adopted a plan in this county that might be used to advantage in other counties. I find that most of the pupils in country schools are very deficient in composition and letter-writing. With a view to interesting them in this line of work, I require each pupil, old enough to do so, to write me a letter at regular intervals, say once a month. These letters are written without assistance and are sent to me through the teacher. After reading them over, they are returned to the pupils, and each letter is carefully corrected by its author with the teacher's help. When all mistakes are noted, the letters are filed away until the next are written and have gone the rounds, when the two are compared and the improvement noted. You will readily see the many advantages growing out of this course.

## ORANGE COUNTY.

During the past two years there has been a general improvement in the work done in the schools of Orange county. In stating this fact I am aware that I make use of a stereotyped utterance. To request an officer to pass judgment upon his own work is not always a sure means of arriving at the truth.

The work done in the schools of a county depends largely as to quality upon the efficiency of the Superintendent in his department of the work; so that in making these reports the Superintendent is giving his opinion of his own success or failure in his work—is passing judgment upon himself and is expected to be lenient to the prisoner at the bar.

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W. B. LYNCH,  
County Superintendent.

## OSCEOLA COUNTY.

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## TEACHERS.

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#### DISPARITY OF ADVANCEMENT IN STUDIES.

I am glad to believe that the work done in our schools is showing from time to time, a healthy improvement. I have found in many instances a striking disparity in the advancement of classes in arithmetic and that of classes (same pupils) in reading—the reading being, invariably, two or three grades ahead of the arithmetic. It has been my constant concern to have the teachers to remedy this evil as rapidly as possible by bringing the arithmetic up to the reading.

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Without discussing the question at all, I have to say that since the introduction of *free books* into our schools, teachers have had their labors very much lightened, and their power and efficiency correspondingly augmented. There is no longer strife between teacher and parent as to the books to be used by the children, that matter having been settled by the proper authorities.

#### BOARD OF PUBLIC INSTRUCTION.

The three members of our Board are men who have the ability to understand and appreciate the exalted position which they occupy; and the courage to discharge their duties, as they see them, without fear, favor or affection, of, for or toward any one. The Board has done what it could to advance the educational interests of the county throughout its length and breadth.

Begging to submit this informal report, I have the honor to be.

W. B. HINTON,  
County Superintendent.

## PASCO COUNTY.

In obedience to your request I have the pleasure of submitting the following report of school operations in Pasco county from July 1, 1896, to June 30, 1898:

## PROGRESS MADE.

The progress made in the schools throughout the county, morally and intellectually, has not only proved satisfactory, but highly gratifying; the average attendance has increased 13 per cent., the enrollment 8 per cent. This improvement is the result of the labors of efficient and qualified teachers, given by the Uniform Examination law, who can interest, instruct and advance the pupil and awaken in the patron a lively interest in the school.

## GRADED AND HIGH SCHOOL.

The County Graded and High School flourishes under the principalship of Prof. R. M. Ray, ably assisted by a corps of highly efficient and well qualified teachers; the work of this school has excelled all previous years and stands upon a higher moral and intellectual plane than ever before in the history of the school, and by its good work has won the confidence, and so interested its patrons that they are enthusiastic on the subject for a better and higher education of the youth. Under these favorable circumstances, I am putting forth a greater effort to elevate it to the highest plane of usefulness, that it may not be only in name, but in fact, a Graded and High School abreast with the finest schools in the land.

The prescribed course of study prepares the pupil for the collegiate course and furnishes our common schools with teachers.

## SUB-DISTRICTS.

Pasco has 29 Sub-districts voting a three mill tax. We have built five school houses, bought one, and furnished five at a cost of two thousand five hundred dollars. The County Board furnished two hundred dollars of the above sum. Three districts have established Graded and High Schools and run them from 6 to 8 months; the schools in the districts use the special tax to lengthen the term, purchase furniture and books. Many run 8 months, and we hope to be able with the help of the special tax to run all of the schools in the Sub-districts next year eight months. The School Sub-district law was a *wise piece of legislation* and all counties that can not run their schools 8 months should take advantage of it.

## UNIFORM EXAMINATIONS.

I cannot commend the Uniform Examination law and its results in terms too strong. Its beneficent effects are felt in every school room throughout the county in the enlargement of the teachers' usefulness. However, I would suggest that applicants for 2nd and 3rd grads certificates be examined on the *School Law*.

## FINANCES—ABOLISH 5 MILL MAXIMUM,

Last year we reduced our indebtedness \$2,000, and within the next two years will pay it in full. Our *warrants are not discounted*, we keep them at par. If our next Legislature will amend Section 8 of Article XII, of the Constitution, by striking out the words "nor more than five mills," indebtedness will be a thing of the past and our schools "will flourish like the palm and grow like the cedar."

In conclusion, I must say that our schools have done as well as we could expect with a short term.

D. O. THRASHER,  
County Superintendent.

## POLK COUNTY.

In compliance with your request, I have the honor to submit the following:

The schools of Polk county are undoubtedly in a better condition than ever before. There has been a steady increase of attendance in our schools, and the attendance has been more regular, since my report two years ago. This is due, not to increased population, but to increased interest in the public schools.

## IMPROVED METHODS IN TEACHING.

The quality of the work done in the schools has greatly improved. This is chiefly due to the better preparations on the part of the teachers, which has been gained by attendance at Teachers' Summer Schools, home study preparatory to examinations, and attending the monthly meetings of the County Teachers' Association and Reading Circle.

## FINANCIAL CONDITION.

Owing to the effect of the freeze and other calamities, the assessed valuation of the property has decreased, thus decreasing the income for school purposes very materially. This de-

crease in funds has crippled the schools, causing the Board this year to take a step backward by shortening the school term one month.

#### THE COURSE OF STUDY.

The course of study prepared in 1896, having been slightly revised last year, is still in use. It has been helpful in systematizing the work in the county. We expect to revise and improve the course this year.

#### TEACHERS' ASSOCIATION AND READING CIRCLE.

Very much of the success our teachers have achieved in their school work is attributable to the Polk County Teachers' Association and Teachers' Reading Circle. This association meets about once each month on Saturday, during the school term, and such subjects are discussed as will help the teachers in their work, and arouse a greater interest in education on the part of patrons and friends. While attendance at these meetings is not compulsory, yet every teacher is expected to attend if he can possibly do so. Out of 96 white teachers in this county, at least 80 per cent. are reading the books selected by the Teachers' Reading Circle.

#### SOME NEEDED LEGISLATION—ABOLISH 5 MILL MAXIMUM.

I submit the following suggested changes in our present school law, which if the Legislature can be induced to make, I think the schools will be greatly benefited; unless some of the legal restrictions and limitations can be removed, our schools must cease to advance, and by a natural law they will necessarily retrograde:

1st. Remove the 5-mill constitutional limit for school purposes.

2d. Place the sole power of levying tax for school purposes in the hands of the County Boards of Public Instruction, who, by virtue of position, are better qualified to act in such matters, and being elective, are thereby nearer the people.

3d. Have members of the School Boards elected for six years; provided, that in the first election one shall be elected for two years, one for four years and one for six years.

4th. Make Third Grade certificates good for one year only, and re-issuable but once.

J. L. HOLLINGSWORTH,  
County Superintendent.

## PUTNAM COUNTY.

I herewith submit my bi-ennial report for scholastic years from July 1st, 1896, to June 30th, 1898.

## DECREASE IN SCHOOLS.

We have had to abandon a few rural schools for want of a sufficient number of pupils to maintain the required average. We have not lost the pupils to the county, for most of them have moved to the towns, where they could get better school facilities and their parents obtain employment.

## SCHOOL SITES AND NEW BUILDINGS.

Our Board has erected several new school buildings, sometimes aided by the patrons. We build all our school houses on similar models, one a small and the other a large size. The school lots or sites are always donated to the Board by the patrons.

## FURNITURE AND EQUIPMENTS.

Some outlay has been made in purchasing furniture, but the improved desks come so dear, we find we can make a very handy seat and desk for less than half the money. *No purchases of charts have been made, and the chart men have wasted their long-winded fragrance on the desert air, when exemplifying the merits of their wares.* We have made an effort to place a Webster's Unabridged Dictionary in our leading schools, but our finances have run so close we have not done all we wished in this line. Some of our schools are deficient in blackboard surface, and I have aroused our Board to the importance of providing more blackboards.

## COUNTY TEACHERS' INSTITUTE AND LIBRARY.

During the school term of 1897-98, we ran a County Institute, charging each member an admission fee of fifty cents. The fund thus accumulated was invested in pedagogical books, the Superintendent made the Librarian, the books to be loaned to any member applying for them. Traveling facilities were so poor in getting to and from Palatka the same day, the teachers did not make the attendance a success.

## HOME TALENT.

With a few exceptions, we have had enough home teachers to fill our white schools, but colored teachers have been drop-

ping out at the late examinations, until we had to double them up to fill vacancies by teaching the second term.

#### FINANCES.

Notwithstanding our finances have run low each year, we have always managed to pay our teachers monthly. When we can't do this we will close shop. We have never asked for the maximum five mills in any year, and one year the Board of County Commissioners cut us back to  $3\frac{1}{2}$  mills, which has kept us a little short at times ever since. We are of the opinion no such power should be delegated to that Board.

#### UNIFORM EXAMINATION LAW.

Our schools have advanced in intelligence, under the Uniform Examination laws, but one thing we do believe, from our observation, that the law permitting a teacher to obtain an indefinite number of Third Grade Certificates should be changed back to its first requirement.

#### SUB-DISTRICTS.

Our sub-districts are doing good work under the method of local taxation, and I am of the full opinion much of the red tape process ought to be taken off, so that every school district could have these local advantages. When a people want a good thing, and are willing to pay for it, I see no reason why they should not be permitted to have it.

#### LEGISLATION.

Some legislation is necessary:

1st. A change in the present law, so as to allow teachers to obtain *not exceeding two Third Grade Certificates*.

2d. A remodeling of the sub-district law, so as to confer the power on every school locality, without so much complication and restriction.

3d. A means to reach the parent by Compulsory Education or otherwise, so as to compel attendance of every pupil.

The question of Uniformity of Text Books, while I am individually opposed to it, I shall leave for other and abler pens.

THOS. W. RALPH,  
County Superintendent.

## SAINT JOHNS COUNTY.

Replying to your request, I beg to make the following report for the past two years:

### INCREASED LEVY—ABOLISH 5 MILL MAXIMUM.

The cause of education in this county, and I suppose in every county in the State, is greatly handicapped because of insufficient funds with which to carry on the work. Only by the closest economy and most careful management are we able to meet present obligations, while new buildings, better salaries and a longer term are entirely out of the question.

A levy of 6 mills in this county, instead of 5 as at present, would soon enable us to pay off our present indebtedness and to make many needed improvements.

It is earnestly to be hoped that our next Legislature will amend the Constitution by striking out the words, "nor more than five mills," and thereby strike off the fetters that have so long crippled our cause in this State.

### SCHOOL FUNDS USED.

Our experience within the past two years has shown that a School Board may be greatly embarrassed in its work by having its funds entangled with those of the county proper. Only after the loss of much time and more money, to us, were the County Commissioners able to get the accounts straightened out, (we were obliged to wait on their action), and it was then found that over \$1,800 of school money had been used for building bridges and improving roads. All this trouble and loss would have been avoided had the Superintendent of Schools been treasurer of the school funds. We are heartily in favor of a law giving each School Board full control of its own funds through the County Superintendent, requiring him to give bond and a strict accounting as in the case of the County Treasurer.

### COMPULSORY SCHOOL LAW.

There is a strong sentiment in this county in favor of a compulsory school law. If such a law were adopted and made to apply to children from 6 to 12 years of age, it would meet with general approval here.

### TEACHERS' INSTITUTES.

We find that our County Teachers' Institutes are of the greatest value to the teachers, and we hold that public money

can be spent in no better way than by giving teachers each year a month's instruction in the methods and practice of teaching.

#### HIGH SCHOOL AND LIBRARY.

It has been our constant effort to keep up the standard of our High School in this city; and we feel that, with its present efficient corps of teachers, we have a school second to none in the State. This school has a good Library of over 200 volumes for the use of pupils, a complete chemical laboratory, and a room thoroughly furnished with apparatus for the study of physics.

#### COLORED GRAMMAR SCHOOL.

Last summer we were fortunate in securing the services of a most capable man as principal of our Colored Grammar School; and many improvements are already noticeable. The school has been thoroughly graded, the standard has been raised, and greater interest has developed in both pupils and patrons. Our colored people are waking up to their advantages in school matters and as a result the building is filled to its utmost capacity. This school, like all of our city schools, is given *a term of 8 months*.

#### COUNTRY SCHOOLS AND LETTER WRITING.

We are operating all schools in the county 7 months where they keep up an average of ten or more. Most of the school buildings are frame and the majority of them are filled with patent desks.

With few exceptions all schools are visited at least twice a year as prescribed by law.

I have adopted a plan in this county that might be used to advantage in other counties. I find that most of the pupils in country schools are very deficient in composition and letter-writing. With a view to interesting them in this line of work, I require each pupil, old enough to do so, to write me a letter at regular intervals, say once a month. These letters are written without assistance and are sent to me through the teacher. After reading them over, they are returned to the pupils, and each letter is carefully corrected by its author with the teacher's help. When all mistakes are noted, the letters are filed away until the next are written and have gone the rounds, when the two are compared and the improvement noted. You will readily see the many advantages growing out of this course.



## ACTION OF SCHOOL BOARD ON 5 MILL MAXIMUM.

At a meeting of the Board of Public Instruction for St. Johns County, held January 31, 1899, the following resolution was adopted:

Whereas, The present maximum rate of taxation for school purposes allowed by the Constitution of the State, to-wit: five mills, has been found in this county to yield a sum entirely inadequate for the proper maintenance of the school system, and as a like result exists in a majority of the other counties of this State; and as additional educational facilities are annually required to accommodate the increasing population of this county, be it therefore

Resolved, That this Board, as a unit of the public educational system of the State of Florida, hereby recommends that Section 8, of Article 12 of the Constitution of the State be amended so as to permit the collection of 6 mills on the dollar, instead of 5 as a maximum rate of taxation on all assessable property in each county for school purposes. And that the School Boards in the several counties be authorized and empowered to make such assessment annually as may be necessary to pay the expenses of conducting the schools and other educational purposes in their respective counties. Such assessment not to exceed six mills as hereinbefore mentioned.

E. H. REYNOLDS,  
County Superintendent.

## SANTA ROSA COUNTY.

I welcome the privilege of complying with your request, and herewith submit as briefly as possible a summary report of the educational affairs of Santa Rosa county for the past two years, and further respectfully offer a few suggestions, which, if enacted into laws, may benefit, not only my own county, but the State of Florida.

## NEW AND BETTER SCHOOL BUILDINGS.

Prior to 1896, our Board of Public Instruction owned only two school houses, and these two were in the town of Milton. During the year 1896-7, we spent about \$610 in school buildings and furniture; in 1897-8, nearly \$1,250 was very judiciously expended in the same way. With an apology for trespassing upon the next bi-ennial report from this county, I

must add that within the first half of this school year \$1,236.45 has been likewise invested.

Every school building that the Board has acquired is a permanent fixture, and is supplied with an abundance of pure water, which is an important factor in every school.

In many districts patrons and others concerned in public education have sustained from one-fourth to one-half the expense of building, and in all but two instances have donated without cost to Board one or two acres of land for school sites, for all of which credit is hereby acknowledged, and, in behalf of the children, I wish that all who have so kindly manifested this interest in us may live to see many happy returns.

We now have some 30 or more comfortable school buildings furnished with patent desks, and tables or desks for teachers. Several districts have, independently, erected very good houses which are used for both educational and religious purposes.

#### RULES, REGULATIONS AND COURSE OF STUDY.

At the beginning of year 1897-8, a new course of study was adopted and issued with School Law and Regulations of County Board in neat pamphlet form, a copy of which will be found in every school room, with Supervisors, and many school patrons.

#### TEACHERS AND LIBRARY.

The same high standard of teaching force is constantly aimed at. By prompt payment and the usual free board provided by patrons, we get some of the best teachers from other counties where greater salaries are offered, but warrants are discounted. I have, after considerable research and some expense, acquired a very good professional library of some one hundred volumes, to which all teachers have access, and have thus carried out my object of a Circulating Library for teachers.

Our county is large, one railroad traverses the southern half, and it is impossible to hold even monthly meetings of teachers; consequently we have no County Teachers' Association. I am thinking, however, of dividing the county into four districts and assembling teachers of each district monthly, and all teachers annually.

#### PROMPT PAYMENT OF TEACHERS.

Teachers are paid promptly in cash on first Monday of each month. Our warrants are taken at par value. For last four years there have been ample funds in treasury to meet all claims presented. When school revenues are exhausted of

uncollected, money is borrowed to meet all financial obligations. By paying cash, more efficient teachers are secured and better results obtained.

#### FINANCIAL CONDITION.

While the resources are inadequate, entirely too small to make the schools of the county what they should be, still the financial condition is excellent, a fact recognized by our best business men and money lenders. About four years since, *notes (for charts)* amounting to several thousand dollars had to be met; school warrants were discounted, frequently at a usurious rate, and sometimes a purchaser could not be found. All old debts have been paid, and there is not an outstanding or unpaid warrant issued prior to July 1st, 1898.

For past three scholastic years the Board of Public Instruction has had offered them each year from three to five thousand dollars more than they could use.

To-day, January 7th, 1899, reveals the fact that after completing all schools and paying all running expenses and all borrowed money with interest up to April 1st (time taxes are due) there will remain for this year an unexpended balance of several hundred dollars, which can be most laudably spent on buildings and furniture.

Our Board of County Commissioners without any hesitancy grant us the meager legal limit (five mills) for educational purposes, and the Collector of Revenue has so faithfully discharged his duty that less than seven per cent. of our levy is charged to the account of errors and insolvencies.

#### NEED OF COUNTY HIGH SCHOOL.

While the faithful non-resident teachers who have labored in the public schools of this county are to be commended, it is an indisputable fact that, as a rule, home teachers are more thorough in methods, more painstaking in reports, more careful in grading and promoting pupils, and more satisfactory in almost every particular to Superintendent, to Board and to patrons, and by being with us at all times exert a greater influence for good, both in and out of school work.

A scarcity of teachers necessitates a constant change of teachers, which is largely detrimental to school progress. More than 40 per cent. of our schools are taught by teachers residing in other counties and States. The need of a High School in which our young men and women can, in a large measure, acquire the qualifications necessary to fit them as teachers, is imperative.

Public School No. 1, Santa Rosa Academy, was some years ago set apart as the High School, to which pupils of sixth and

higher grades might come from all parts of the county to obtain advantages not offered in home districts.

By a special act of Congress this school was given a Public Library, and receives from time to time all government publications, including Smithsonian contributions to knowledge, and many other very valuable publications, besides private contributions of books. A competent principal, with able assistants, is usually placed in charge of this school, yet it does not have a longer term than other schools, and does not perform the functions of a county High School.

This school and Public School No. 2, both for whites, located in the town of Milton, and only about one-half mile apart, are now, and have been for years, *without any good reasons*, running in open defiance of limits fixed by law.

These schools should be consolidated, and a nucleus for a High School for 1899-1900 formed.

#### SUB-DISTRICTS.

There are no sub-districts in the county, and very few places in which to create them; but it is to be hoped that the next Legislature will enact a law whereby school sub-districts can be made and revenue assessed and collected.

#### LENGTH OF SCHOOL TERM.

For two years past the school term was, for the first time in the history of the county, five months instead of four.

This longer term was effected by numerous causes, chief among which were better collection of taxes, increased payment of polls, inability of Board to secure teachers for some schools when new school law (which is a blessing to our State) first went into operation, the small salary paid third-grade certificate holders, to decrease in amounts paid for operating negro schools (largely due to negro teachers holding low-grade certificates) and to the consolidation of schools that were within the three-mile limit.

The number of schools is growing larger year by year; in many districts two, and sometimes three, teachers must be employed where, only a few years since, one managed and taught the school very well. The conclusion is axiomatic. Unless something is done to enlarge our school funds the schools of this county, except possibly, a few that may be favored with sub-districts, will never again have a five month's term.

#### EDUCATIONAL REVOLUTION NEEDED.

While time and space, and possibly occasion, here forbid a discussion of the present system of taxation and its consequent evils, I can not forbear from saying that we need an educa-

tional campaign, a revolution in favor of public schools. It is preposterous to assert or to claim that schools, attended as ours are, with a term of 4, 5, or 6 months, taught by the average poorly paid teacher, will ever develop the minds of the children of to-day who are the statesmen of to-morrow. Without discussing the importance and necessity of education further than saying it is a debt we owe our youth, the true development of both mind and heart, something that is everything to us, I believe I am warranted in saying that the State of Florida with almost boundless resources owes her children for educational purposes more than the paltry one mill tax, and that Santa Rosa County, with her salubrious climate, pure water, bold and numerous streams, productive soil, fisheries, vast naval stores, manufacturing plants and inestimable wealth of forests, owes more than she is paying for education.

The little schools remote from county site or towns, practically isolated from the remainder of creation, need our care and attention; from this yeomanry have always sprung our noblest women and greatest men, and the children of these districts who only ask for opportunity, need the same well-paid, intelligent and sympathetic teachers as do the children of our High Schools.

#### 3 MILLS STATE TAX AND 5 MILL MAXIMUM.

In order to discharge this debt, long since due, I suggest a three (3) mill State tax, which will fall equitably on all taxpayers and beneficiaries, also, the removal of the five (5) mill limit for the counties, and let each county levy and collect such a school tax as may be deemed necessary.

#### FURTHER LEGISLATION.

I will further suggest the following legislation:

- 1st. Compulsory attendance of youth in schools.
- 2d. Provide that no teacher shall be issued more than two Third Grade certificates. The perpetual issuance of this grade of certificate has retarded progress and development.
- 3d. Place the authority for county levy of school tax in hands of School Board.
- 4th. Authorize County School Boards to buy books direct from publishing houses and to sell at actual cost, thereby saving about 20 per cent. to patrons in purchase price and insuring a ready supply of books to all who may need them.
- 5th. Abolish County Grading Committees, and create a State Grading Committee, who will do the work more uniformly and at less expense.
- 6th. Increase County School Boards from three to five members, prescribe reasonable educational and business quali-

fications, and let them, because of their fitness for the position, be appointed by the State Board of Education.

7th. Require that a County Superintendent be a teacher of experience and one who has held or holds a First Grade certificate, or be a graduate of some reputable institution.

8th. Change time of inducting School Boards into office. No Board should be composed entirely of new members. County Superintendent should assume his duties at beginning of school year instead of middle of year as at present.

#### CONCLUSION—TO WHOM CREDIT DUE.

In making this, probably my last bi-ennial report to you, I desire to say that on entering the duties of this most important office, our public school system seemed to be in its infancy, and now after five years of exposure, laborious work, both mental and physical, personal sacrifices, many compromises, erecting and furnishing school houses, enjoying a superior teaching force, and, last but not least, watching and noting the development of child-mind, I must with candor assert that our public school system is still in its infancy.

A comparison of the present to the past forces a realization that the cause of education in this county has made considerable advancement. This progress is not attributable to one, but to many causes. The State Department has done its duty, and while I have devoted all of my time and energy and some of my small income to assist this noble work, I feel I should not attempt to claim the honors for whatever successes have been achieved, but share them liberally with the retiring School Board, who have so zealously guarded and served the interests of child and parent and State.

In the preparation of this report I have made an effort to avoid the roll of both optimist and pessimist, and have honestly endeavored to present facts and conditions as I have met them.

We are making history. No pages of history are so instructive as those recording the influences which develop character and direct lives of men. The truth of human immortality suggests, our hearts crave, and our minds demand education, the unending pathway of progress that leads amid, ever thickening glories upward and unto the infinite goal.

Again thanking you for the privilege of making this report for other favors and encouragements.

E. L. MCDANIEL,

County Superintendent.



## SUMTER COUNTY.

In compliance with your request for a general report of school conditions, I have the honor to report :

### PAST CONDITIONS.

Sumter county was among those that suffered from the freeze, but the people are recovering and with the improvement in finance there is a very noticeable improvement in the educational interest.

### FINANCIAL.

For several years the school funds in the hands of the County Treasurer have have been exhausted each time before the school terms would close, but we have always been able to effect arrangements with the Leesburg and County State Bank to discount the warrants at a reasonable rate, and the School Board would reimburse the teachers for the discount. This year we made an arrangement which will be more satisfactory, viz: a direct loan from the Bank, which enables the teachers to get full face value for their warrants, and obviates the necessity of looking after the discounts. The financial condition is improving.

### HARMONY AND INTEREST.

There is probably greater harmony existing now among the various school officers than at any previous period. Upon the whole there is a greater school interest among patrons and teachers than heretofore. Our term this year was only five months in length, but there was a manifest desire to get the most out of it.

### COUNTY NORMALS AND INSTITUTEs.

In 1898 we had a very successful County Normal at Wildwood, conducted by the County Superintendent and assistants. This year we will hold a three months Normal at some place not yet determined. During the term for 1898, just expiring, we held several District Institutes for both white and colored teachers, and one County Institute for whites, at Bushnell. It was the best Teachers' meeting ever held in the county.

### NEW BUILDINGS AND EXAMINATIONS.

Several new buildings have been built for school purposes in the county. The State Uniform Examinations are conduct-

ed in the most impartial manner, without fear or favor, and the teachers pursue the work in a manly and business-like manner.

#### COURSE OF STUDY.

We expect to soon have a course of study for our County Schools that will be comprehensive and specific without hampering the individuality of the teacher. While we have no distinctive County High School, we have a number of pupils in the public schools pursuing the studies usually embraced in a High School curriculum, and who will take the next examination for Teachers' Certificates.

#### VISITS BY COUNTY SUPERINTENDENT.

I have visited each school once each month, carefully inspecting and reporting the conditions in the columns of our county paper. This has served as a valuable stimulus to excel-

#### SUGGESTIONS.

I hope you will use your influence in getting a law passed forcing each county to maintain at least one High School. I hope the time is not far distant when our boys and girls may, at least, be prepared for College in their County High School.

J. A. JONES,  
County Superintendent.

### SUWANNEE COUNTY.

To comply with your request, in reference to the school interest in Suwannee county, I make the following: The School Board for 1897 and 1898, found that more schools had been established, than distance and number of pupils would justify. The Board, therefore, did something in the way of consolidating, which has failed to meet the approval of most of the patrons affected thereby. Easy to divide, but not so to unite.

#### SCHOOL ATTENDANCE.

My county is wholly agricultural, and at present prices of farm products, it is due my people to say, that a large percent. of them believe they can not do otherwise than require their children to help make and gather the crop; and I can not be honest and report much general educational advancement. We look after the interest, try to have the schools taught at such times as will secure best attendance. The



## ACTION OF SCHOOL BOARD ON 5 MILL MAXIMUM.

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Whereas, The present maximum rate of taxation for school purposes allowed by the Constitution of the State, to-wit: five-mills, has been found in this county to yield a sum entirely inadequate for the proper maintenance of the school system, and as a like result exists in a majority of the other counties of this State; and as additional educational facilities are annually required to accommodate the increasing population of this county, be it therefore

Resolved, That this Board, as a unit of the public educational system of the State of Florida, hereby recommends that Section 8, of Article 12 of the Constitution of the State be amended so as to permit the collection of 6 mills on the dollar, instead of 5 as a maximum rate of taxation on all assessable property in each county for school purposes. And that the School Boards in the several counties be authorized and empowered to make such assessment annually as may be necessary to pay the expenses of conducting the schools and other educational purposes in their respective counties. Such assessment not to exceed six mills as hereinbefore mentioned.

E. H. REYNOLDS,  
County Superintendent..

## SANTA ROSA COUNTY.

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#### RULES, REGULATIONS AND COURSE OF STUDY.

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#### TEACHERS AND LIBRARY.

The same high standard of teaching force is constantly aimed at. By prompt payment and the usual free board provided by patrons, we get some of the best teachers from other counties where greater salaries are offered, but warrants are discounted. I have, after considerable research and some expense, acquired a very good professional library of some one hundred volumes, to which all teachers have access, and have thus carried out my object of a Circulating Library for teachers.

Our county is large, one railroad traverses the southern half, and it is impossible to hold even monthly meetings of teachers; consequently we have no County Teachers' Association. I am thinking, however, of dividing the county into four districts and assembling teachers of each district monthly, and all teachers annually.

#### PROMPT PAYMENT OF TEACHERS.

Teachers are paid promptly in cash on first Monday of each month. Our warrants are taken at par value. For last four years there have been ample funds in treasury to meet all claims presented. When school revenues are exhausted or

uncollected, money is borrowed to meet all financial obligations. By paying cash, more efficient teachers are secured and better results obtained.

#### FINANCIAL CONDITION.

While the resources are inadequate, entirely too small to make the schools of the county what they should be, still the financial condition is excellent, a fact recognized by our best business men and money lenders. About four years since, *notes (for charts)* amounting to several thousand dollars had to be met; school warrants were discounted, frequently at a usurious rate, and sometimes a purchaser could not be found. All old debts have been paid, and there is not an outstanding or unpaid warrant issued prior to July 1st, 1898.

For past three scholastic years the Board of Public Instruction has had offered them each year from three to five thousand dollars more than they could use.

To-day, January 7th, 1899, reveals the fact that after completing all schools and paying all running expenses and all borrowed money with interest up to April 1st (time taxes are due) there will remain for this year an unexpended balance of several hundred dollars, which can be most laudably spent on buildings and furniture.

Our Board of County Commissioners without any hesitancy grant us the meager legal limit (five mills) for educational purposes, and the Collector of Revenue has so faithfully discharged his duty that less than seven per cent. of our levy is charged to the account of errors and insolvencies.

#### NEED OF COUNTY HIGH SCHOOL.

While the faithful non-resident teachers who have labored in the public schools of this county are to be commended, it is an indisputable fact that, as a rule, home teachers are more thorough in methods, more painstaking in reports, more careful in grading and promoting pupils, and more satisfactory in almost every particular to Superintendent, to Board and to patrons, and by being with us at all times exert a greater influence for good, both in and out of school work.

A scarcity of teachers necessitates a constant change of teachers, which is largely detrimental to school progress. More than 40 per cent. of our schools are taught by teachers residing in other counties and States. The need of a High School in which our young men and women can, in a large measure, acquire the qualifications necessary to fit them as teachers, is imperative.

Public School No. 1, Santa Rosa Academy, was some years ago set apart as the High School, to which pupils of sixth and

higher grades might come from all parts of the county to obtain advantages not offered in home districts.

By a special act of Congress this school was given a Public Library, and receives from time to time all government publications, including Smithsonian contributions to knowledge, and many other very valuable publications, besides private contributions of books. A competent principal, with able assistants, is usually placed in charge of this school, yet it does not have a longer term than other schools, and does not perform the functions of a county High School.

This school and Public School No. 2, both for whites, located in the town of Milton, and only about one-half mile apart, are now, and have been for years, *without any good reasons*, running in open defiance of limits fixed by law.

These schools should be consolidated, and a nucleus for a High School for 1899-1900 formed.

#### SUB-DISTRICTS.

There are no sub-districts in the county, and very few places in which to create them; but it is to be hoped that the next Legislature will enact a law whereby school sub-districts can be made and revenue assessed and collected.

#### LENGTH OF SCHOOL TERM.

For two years past the school term was, for the first time in the history of the county, five months instead of four.

This longer term was effected by numerous causes, chief among which were better collection of taxes, increased payment of polls, inability of Board to secure teachers for some schools when new school law (which is a blessing to our State) first went into operation, the small salary paid third-grade certificate holders, to decrease in amounts paid for operating negro schools (largely due to negro teachers holding low-grade certificates) and to the consolidation of schools that were within the three-mile limit.

The number of schools is growing larger year by year; in many districts two, and sometimes three, teachers must be employed where, only a few years since, one managed and taught the school very well. The conclusion is axiomatic. Unless something is done to enlarge our school funds the schools of this county, except possibly, a few that may be favored with sub-districts, will never again have a five month's term.

#### EDUCATIONAL REVOLUTION NEEDED.

While time and space, and possibly occasion, here forbid a discussion of the present system of taxation and its consequent evils, I can not forbear from saying that we need an educa-

tional campaign, a revolution in favor of public schools. It is preposterous to assert or to claim that schools, attended as ours are, with a term of 4, 5, or 6 months, taught by the average poorly paid teacher, will ever develop the minds of the children of to-day who are the statesmen of to-morrow. Without discussing the importance and necessity of education further than saying it is a debt we owe our youth, the true development of both mind and heart, something that is everything to us, I believe I am warranted in saying that the State of Florida with almost boundless resources owes her children for educational purposes more than the paltry one mill tax, and that Santa Rosa County, with her salubrious climate, pure water, bold and numerous streams, productive soil, fisheries, vast naval stores, manufacturing plants and inestimable wealth of forests, owes more than she is paying for education.

The little schools remote from county site or towns, practically isolated from the remainder of creation, need our care and attention; from this yeomanry have always sprung our noblest women and greatest men, and the children of these districts who only ask for opportunity, need the same well-paid, intelligent and sympathetic teachers as do the children of our High Schools.

### 3 MILLS STATE TAX AND 5 MILL MAXIMUM.

In order to discharge this debt, long since due, I suggest a three (3) mill State tax, which will fall equitably on all taxpayers and beneficiaries, also, the removal of the five (5) mill limit for the counties, and let each county levy and collect such a school tax as may be deemed necessary.

### FURTHER LEGISLATION.

I will further suggest the following legislation:

1st. Compulsory attendance of youth in schools.

2d. Provide that no teacher shall be issued more than two Third Grade certificates. The perpetual issuance of this grade of certificate has retarded progress and development.

3d. Place the authority for county levy of school tax in hands of School Board.

4th. Authorize County School Boards to buy books direct from publishing houses and to sell at actual cost, thereby saving about 20 per cent. to patrons in purchase price and insuring a ready supply of books to all who may need them.

5th. Abolish County Grading Committees, and create a State Grading Committee, who will do the work more uniformly and at less expense.

6th. Increase County School Boards from three to five members, prescribe reasonable educational and business quali-

fications, and let them, because of their fitness for the position, be appointed by the State Board of Education.

7th. Require that a County Superintendent be a teacher of experience and one who has held or holds a First Grade certificate, or be a graduate of some reputable institution.

8th. Change time of inducting School Boards into office. No Board should be composed entirely of new members. County Superintendent should assume his duties at beginning of school year instead of middle of year as at present.

#### CONCLUSION—TO WHOM CREDIT DUE.

In making this, probably my last bi-ennial report to you, I desire to say that on entering the duties of this most important office, our public school system seemed to be in its infancy, and now after five years of exposure, laborious work, both mental and physical, personal sacrifices, many compromises, erecting and furnishing school houses, enjoying a superior teaching force, and, last but not least, watching and noting the development of child-mind, I must with candor assert that our public school system is still in its infancy.

A comparison of the present to the past forces a realization that the cause of education in this county has made considerable advancement. This progress is not attributable to one, but to many causes. The State Department has done its duty, and while I have devoted all of my time and energy and some of my small income to assist this noble work, I feel I should not attempt to claim the honors for whatever successes have been achieved, but share them liberally with the retiring School Board, who have so zealously guarded and served the interests of child and parent and State.

In the preparation of this report I have made an effort to avoid the roll of both optimist and pessimist, and have honestly endeavored to present facts and conditions as I have met them.

We are making history. No pages of history are so instructive as those recording the influences which develop character and direct lives of men. The truth of human immortality suggests, our hearts crave, and our minds demand education, the unending pathway of progress that leads amid, ever thickening glories upward and unto the infinite goal.

Again thanking you for the privilege of making this report for other favors and encouragements.

E. L. MCDANIEL,  
County Superintendent.

## SUMTER COUNTY.

In compliance with your request for a general report of school conditions, I have the honor to report :

### PAST CONDITIONS.

Sumter county was among those that suffered from the freeze, but the people are recovering and with the improvement in finance there is a very noticeable improvement in the educational interest.

### FINANCIAL.

For several years the school funds in the hands of the County Treasurer have have been exhausted each time before the school terms would close, but we have always been able to effect arrangements with the Leesburg and County State Bank to discount the warrants at a reasonable rate, and the School Board would reimburse the teachers for the discount. This year we made an arrangement which will be more satisfactory, viz: a direct loan from the Bank, which enables the teachers to get full face value for their warrants, and obviates the necessity of looking after the discounts. The financial condition is improving.

### HARMONY AND INTEREST.

There is probably greater harmony existing now among the various school officers than at any previous period. Upon the whole there is a greater school interest among patrons and teachers than heretofore. Our term this year was only five months in length, but there was a manifest desire to get the most out of it.

### COUNTY NORMALS AND INSTITUTEs.

In 1898 we had a very successful County Normal at Wildwood, conducted by the County Superintendent and assistants. This year we will hold a three months Normal at some place not yet determined. During the term for 1898, just expiring, we held several District Institutes for both white and colored teachers, and one County Institute for whites, at Bushnell. It was the best Teachers' meeting ever held in the county.

### NEW BUILDINGS AND EXAMINATIONS.

Several new buildings have been built for school purposes in the county. The State Uniform Examinations are conduct-

ed in the most impartial manner, without fear or favor, and the teachers pursue the work in a manly and business-like manner.

#### COURSE OF STUDY.

We expect to soon have a course of study for our County Schools that will be comprehensive and specific without hampering the individuality of the teacher. While we have no distinctive County High School, we have a number of pupils in the public schools pursuing the studies usually embraced in a High School curriculum, and who will take the next examination for Teachers' Certificates.

#### VISITS BY COUNTY SUPERINTENDENT.

I have visited each school once each month, carefully inspecting and reporting the conditions in the columns of our county paper. This has served as a valuable stimulus to excel.

#### SUGGESTIONS.

I hope you will use your influence in getting a law passed forcing each county to maintain at least one High School. I hope the time is not far distant when our boys and girls may, at least, be prepared for College in their County High School.

J. A. JONES,  
County Superintendent.

### SUWANNEE COUNTY.

To comply with your request, in reference to the school interest in Suwannee county, I make the following: The School Board for 1897 and 1898, found that more schools had been established, than distance and number of pupils would justify. The Board, therefore, did something in the way of consolidating, which has failed to meet the approval of most of the patrons affected thereby. Easy to divide, but not so to unite.

#### SCHOOL ATTENDANCE.

My county is wholly agricultural, and at present prices of farm products, it is due my people to say, that a large percent. of them believe they can not do otherwise than require their children to help make and gather the crop; and I can not be honest and report much general educational advancement. We look after the interest, try to have the schools taught at such times as will secure best attendance. The



teachers, as a rule, seem to realize that they are leaders of our youth, and approve of a high standard of qualification.

#### HIGH SCHOOL.

Our County High School at Live Oak, is indeed a model school, is well patronized, doing good work and much of it.

#### SUB-DISTRICT.

We have three Sub-District Schools, and think we will have others soon. It is to be hoped that the approaching Legislature will simplify the Sub-District law. These three Sub-Districts all levy the three mills.

#### EXAMINATION LAW.

We are in sympathy with the present examination law, as the progress is so very apparent in general educational matters, since its inauguration.

#### 5 MILL MAXIMUM.

We need, and I believe my people would so vote, a change in the Constitution, whereby a greater school levy than 5 mills could be made.

The following resolutions were unanimously adopted by the Suwannee County School Board at its regular meeting, held on February 6:

"Whereas, The greatest amount of money possible to be raised in some of the counties of the State, and Suwannee county one of such, for public school purposes, by the maximum levy now allowed by the Constitution, is totally inadequate for said purpose; and,

"Whereas, The law now makes it the duty of the County Commissioners to levy said tax; and, whereas; said County Commissioners are sometimes men who are unacquainted with and indifferent to said public school interest of the county, and hence make a smaller levy than they should; therefore,

"Resolved, That it is the sense of this Board that the Constitution of the State, on this subject, should be so changed as to make the minimum levy 5 mills and the maximum levy 10 mills for county school purposes; and that the Senator and Representatives of Suwannee county be, and are hereby, earnestly solicited to use all laudable means in power to secure the adoption of such a resolution at the ensuing session of the Florida Legislature."

A. W. MIZELL,  
County Superintendent.

## TAYLOR COUNTY.

I beg to make the following report:

I entered upon the duties of County Superintendent two years ago and found the schools in bad condition. Seven schools had not been taught for years. There was some money in the Treasury through the failure to have all the schools taught.

## ALL SCHOOLS NOW TAUGHT.

I have been able to get all the schools taught and have established some new schools, and have built several new and well-arranged school houses, and have done a great deal of repairing. These improvements have added much to the interest of education in the county.

## FIVE MILL MAXIMUM.

The greatest obstacle in the way of educational progress is the *five mill maximum*. The County School Board favors abolishing this *five mill maximum* by the next Legislature.

I believe it should be abolished, and the levy for county schools should be placed under the control of the County Board of Public Instruction. The County Superintendent and Board being directly connected with the work, know more of the needs of education than the people at large.

## FINANCIAL.

We have some outstanding warrants, but note the fact that only  $4\frac{1}{2}$  mills, including one mill State tax, was levied for schools last year, I feel confident that two years more will witness the educational interest double what it is now.

K. M. TEDDER,  
County Superintendent.

## VOLUSIA COUNTY.

In compliance with your request the following report is respectfully submitted:

## PROGRESS.

Although there has been steady progress for the past fifteen years in the educational interests of this county, the work of the past two years has produced many good results. This is extremely gratifying when we take into consideration the financial condition, with a school revenue which for a number

of years will not equal that derived previous to the freeze of 1895.

The small indebtedness of \$1,100 is in warrants due in one, two and three years, which could be paid at any time if absolutely necessary. All warrants are paid in cash, even if the Board has to borrow for the purpose.

Salaries of teachers will compare favorably with those of other counties. Experienced teachers are given every possible inducement to remain.

New text books of recent publication have been adopted. A set of graded supplementary readers has been placed in each school. Charts, maps and other equipment have been added as funds would permit.

A course of study has been adopted, and schools are being graded as rapidly as possible in accordance with its provisions.

#### SCHOOLS CONSOLIDATED.

The three-mile limit is observed, which involved the consolidation of several schools; three, each with two departments, doing the work of seven. No saving in money, but a vast improvement in advantages for instruction under better qualified teachers.

#### BUILDINGS.

Almost all buildings are in good repair, well furnished, heated and lighted. There are but two log buildings in the county, and those are in places where the schools will undoubtedly be discontinued next year.

#### BASIS FOR FIXING SALARIES.

After two years' experience, the Board has adopted a resolution basing teachers' salaries as nearly as possible on ability, education and grade of certificate. Third Grade Certificate holders are limited to \$30, Second Grade to \$35, and First Grade subject to contract, according to size and location of school.

#### SUB-DISTRICTS.

At the meeting of Superintendents at Live Oak in 1897, during the discussion of sub-districts, upon which subject I was asked to speak, having been recently elected, my remarks were brief. I stated, however, that I was deeply interested in that subject and hoped to organize a number of sub-districts in this county. You remarked that it was one of your "pet schemes." It is now also one of *my* "pet schemes," and, so

far, I am more than gratified over what has been accomplished by them. *The best work of the past two years is the direct result of the organization of sub-districts.* Even where the revenue is small, patrons have been given an opportunity to do something for themselves; hence interest and enthusiasm have been awakened, the conditions of the county and the needs of the schools appreciated. Consequently never before have the people themselves contributed so generously of their time, labor and money.

Thirteen sub-districts have been organized as follows:

Name.	Millage.	Assessment.
De Land .....	3 .....	\$1,389.24
Daytona .....	3 .....	1,102.54
New Smyrna.....	3 .....	401.18
Orange City .....	3 .....	426.91
Enterprise .....	3 .....	401.11
Holly Hill .....	3 .....	196.60
Glenwood .....	3 .....	190.66
Osteen .....	3 .....	171.06
DeLeon Springs.....	3 .....	169.92
Lake Helen .....	2 .....	163.23
Glencoe.....	3 .....	79.13
Hawks Park .....	2 .....	72.99
Oak Hill .....	2 .....	70.63
Total .....		\$4,835.20

These are under the control of the County Board, the Trustees having control of the expenditure of the sub-district revenue.

#### HIGH SCHOOL.

At DeLand a new High School of eight rooms has been erected, well located on a large lot. This building is well lighted, heated and ventilated; beautifully furnished and cost nearly \$8,000. Of this amount, \$3,500 was contributed by the County School Board. Great credit is due the DeLand Board of Trade, Sub-district Trustees and, in fact, to the whole city for their noble efforts in raising, by contributions and entertainments alone, a large part of the balance. The enrollment this year is 214 pupils in nine grades, taught by six teachers. The term is 8 months, two of which are paid for by the sub-district fund. The negroes are using the old building for whites, which is in good condition and contains four rooms well furnished.

## DAYTONA SCHOOL.

At Daytona, city bonds were issued for \$5,000, and the amount raised was expended in rebuilding the school for whites and in erecting a new building for negroes. The former has 218 pupils in nine grades, taught by six teachers. The latter 130 pupils and three teachers. The people of Daytona are also to be congratulated upon their liberality of public spirit and enterprise in providing, not only beautiful buildings thoroughly equipped, but also voting a three mill levy for the purpose of increasing the term to 8 months.

## OTHER NEW BUILDINGS.

At Ormond the same interest is manifested by the erection of a two-story building with two rooms finished, at a cost of \$1,500 and secured by a voluntary town tax of five mills. The county contributing furniture.

At Holly Hill a new building and lot valued at \$500 was deeded to the county by the patrons, the Board having contributed \$100 worth of material and providing necessary furniture.

Several small buildings have been erected by the patrons in other districts, the Board furnishing only the material. Only one building has been erected solely by the County Board and that in a sparsely settled community where three schools were consolidated under two teachers.

## BUILT AMID DEPRESSION.

These buildings have been provided at a time when the county revenue was small, and without the hearty support of patrons, but little could have been accomplished along that line. As it is, the county revenue can now be applied almost entirely to teachers' salaries and equipment. The advantages of united co-operation on the part of the members of the Board, Superintendent and patrons is here fully demonstrated.

## OTHER EVIDENCES OF PROGRESS.

A County Teachers' Association was organized in 1897, which holds two meetings each year.

The negroes also have an association and great interest has been taken in their meetings.

Although in some parts of the county many families have removed, yet the enrollment in the whole county is steadily increasing. This is the result of both natural growth and the withdrawal of many pupils from private schools.

## SUGGESTIONS OF AMENDMENTS TO THE LAWS.

1st—I am strongly in favor of a State Grading Committee.

2d—Of giving the Board of Public Instruction the power of fixing the millage for school levies.

3d—Of making a minimum levy of five mills and eight mills the maximum.

4th—Of prohibiting the re-issuing of Third Grade certificates.

5th—Of an Educational test for County Superintendents.

6th—Of making it mandatory, in all counties where the revenue is sufficient, that a High School be established and maintained at the county seat.

7th—Of so amending the sub-district law that the duties of the Trustees shall be definitely defined. That the County Board shall have power to hold a special registration. Election precincts and territory embraced in sub-districts generally conflict. Registration under the regular county registration officer involves much unnecessary trouble.

JOHN B. PARKINSON,  
County Superintendent.

## WAKULLA COUNTY.

In accordance with your request, I herewith send you a report of the condition of the schools of Wakulla county.

In my judgment, the schools are in better condition than ever before, yet there is room for improvement, and much to be done that is needed, ere the schools of the county are what they should be.

We have had difficulties, financial and otherwise, to contend with, but, notwithstanding all this, there has been great improvement in school management, teaching, interest taken, etc., in the last two years.

## NEW BUILDINGS.

Eleven new frame houses have been built on school lots owned by the Board, and furnished with good seats, desks and blackboards. No more rude log school houses, with puncheon seats in Wakulla.

## COUNTY GRADED SCHOOL.

Last, but not least, we have established a County Graded School at Crawfordville, the county site. The building

contains three nicely furnished rooms, and cost \$1,200. It is now under the principalship of Prof. Geo. W. Camp. I hope it will be a grand success.

#### COUNTY INSTITUTES.

We hold regular County Institutes, though not as well attended as they should be, still, great interest is manifested by those who attend, and excellent work is being done along these lines.

#### EXAMINATION LAW.

I favor no further legislation on the State Uniform Examination Law. In my opinion the law cannot be improved upon, except in one particular. I would like to see the clause, allowing County Superintendents to hold Special Examinations and grant temporary certificates, struck out.

#### REASON FOR THE AMENDMENT.

There is a certain class of old-fogy teachers opposing the Examination Law, drifting from one county to another, trying to get into the ranks of the teachers, by climbing up some other way. I favor forcing them to come in at the door of the fold; otherwise, they are thieves and robbers. The State has plenty of teachers who are willing to be ground through the right mill.

#### OUR PLAN.

We have been doing our best to run the schools on strictly business principles, and will continue on these lines.

On the whole, the schools have done fairly well, considering that the county has been so badly handicapped for want of funds.

In conclusion, I desire to thank you for the continued kindness and counsel extended to me at all times.

S. M. REVELL,  
County Superintendent.

#### WALTON COUNTY.

The last two years have witnessed two reforms in school operations in this county.

1st The establishment of school district lines. Formerly, notwithstanding the clear requirement of the law, the patrons sent hither and thither, at their own sweet will. The

rule now is, that they must patronize their own district schools. Yet, the rule is flexible, to this extent, for good reason, for example; if the teacher is of so low a grade that he cannot teach an advanced pupil, then such pupil may attend another school, by getting the consent of the County Board. The Board allows pupils to attend two or more schools, but they must be reported as "illegal" in all but their own district.

2d. Whereas, formerly in plain violation of the law, patrons chose their teachers, and the Board merely registered their decrees for the past two years the Board has, to a greater extent than heretofore, made the assignments. The old plan resulted in some grievous misfits. The new plan yields better results. Naturally, the change occasioned some friction at first, but on the whole, not more, but rather less, I think, than there was under the old plan; for the patrons were not always a unit in the choice of teachers, and much vigorous "kicking" was indulged. Of course, it is the dictate of common sense not to make a point of displeasing patrons in the matter of assignments. Other things being equal, it is better to have them pleased. It promotes attendance. But when they insist on improper assignments, the Board thought the educational interests of the children more important even than the gratification of the patrons.

#### NEEDED AMENDMENTS TO SCHOOL LAW.

The present school law, as a whole, is excellent and has yielded good results, but I would like to see it amended in some particulars.

1st. The Third Grade Certificate is too easy to obtain. Raise the requirement to 65 per cent. average, with 45 per cent. as a minimum; or 70 per cent. average, with minimum of 50 per cent., and strike Composition and History from the required branches. It is quite possible to get the present per cent. and be incompetent in branches that are primary and very important.

2d. Also, so amend the law that the practice of grading the Reading, in part, by the Superintendent, may have clear, legal warrant. I think, too, that 50 per cent., or more, of the Reading Examination should be oral. I have known the written examinations creditably passed by persons who could not read fluently and intelligibly. In the majority of our schools, the pupils are studying in primary branches, such as are embraced in the requirement for a Third Grade Cer-



tificate. In them, the foundation work is done, and the teachers should be well equipped.

3d. There should be one Grading Committee for each Judicial Circuit of the State. This would diminish the opportunity for the play of the local and personal influences, and, in some counties, insure more competent Grading Committees.

4th. The phraseology and terminology of the law can be improved so as to make its several parts more consistent, and remove ambiguities.

#### WORK OF THE LAW AND STATE NORMAL SCHOOL.

The law, as a whole, has wrought very great improvement. To it, and to the State Normal School, conducted by a corps of earnest, conscientious instructors, with an untiring and progressive President, our county is indebted for a marked improvement in the character of the teaching in our public schools.

R. Q. BAKER,  
County Superintendent.

### WASHINGTON COUNTY.

I am pleased to make the following general report on educational matters from Washington county.

#### IMPROVEMENTS—INFLUENCE OF SUB-DISTRICTS.

Since the issuance of your last bi-ennial report, we have created three school Sub-districts. While the revenue from this source does not relieve the shortage of funds, there is the marked improvement that inevitably follows when the community substantially demands longer terms and better teachers.

We note in this direction that where the people subject themselves to higher taxation for school purposes, the school is held in higher esteem, the attendance is much better, cooperation is accorded the teacher, and there is an almost unanimity of purpose on the part of all concerned. Unless a better law is enacted at the next session of our Legislature, we shall endeavor to establish more sub-districts.

#### OUR AIM.

Owing to shortage of school funds, our Board had to suspend building and other improvements in this department of the work. Instead of increasing the number of schools,

We have purposed to make the ones already established accomplish more and better results. We will have this year about 72 schools, with a total enrollment of about 2,850 children, 300 more than was reported two years ago.

#### TEACHERS.

Our teachers are generally doing good work, and ambition is no stranger among them. We note here that a great number are young teachers, and have entered the work for life.

#### UNFAVORABLE CONDITIONS.

This report will be misleading if I fail to mention some of the unfavorable features.

Along with the improved conditions of schools generally, and the aspiration of teachers already emphasized, it is to be lamented that the following are facts:

1st. That the average daily attendance will barely reach 60 per cent. of the enrollment in all schools of the county, excepting the sub-districts.

2d. That the cause of irregular attendance is largely chargeable to careless parents, who are wanting in interest and authority to overcome the reluctance of children.

3d. That the selection of teachers by patrons has resulted in material injury to whole communities.

4th. That the lowering of the county school levy from 5 to 4 mills has wrought bad results.

#### NEEDED LAWS AND AMENDMENTS.

1st. A revenue law that will materially increase the school fund, making it available by July 1st each year.

2d. A law prescribing qualifications for the office of County Superintendents.

3d. A law giving School Boards full power to make the county levy for school purposes.

4th. A law requiring Penmanship and Book-keeping taught in the public schools.

5th. An amendment to the State Constitution removing the 5 mill maximum for county school levy. I am convinced that unless the poorer counties of Florida get such financial relief, the cause of education must necessarily suffer; but little, if any, further advancement can be made until this restriction upon finances is removed.

Our School Board is composed of live, faithful and conscientious men, who are co-operative in their work, and firm in their acts.

W. C. LOCKEY,  
County Superintendent.



# CHAPTER VII.

## State Institutions.

The term, State Institutions, is employed to distinguish schools established for higher education and supported wholly or in part by State funds, from the same grade of schools sustained by church or private enterprise.

The State Institutions are seven in number: The Florida Agricultural College, located at Lake City; East Florida Seminary, at Gainesville; The Seminary West of the Suwannee River, at Tallahassee; The State Normal School (for whites), at DeFuniak Springs; The State Normal and Industrial College for Colored Students, at Tallahassee; The Institute for the Blind and Deaf, at St. Augustine; The South Florida Military and Educational Institute, at Bartow.

### STATE APPROPRIATIONS.

The following appropriations were made by the legislature of 1897 for the support of these institutions for the two years ending June 30, 1899

Florida Agricultural College.....	\$ 5,000.00
East Florida Seminary.....	5,000.00
The Seminary West of the Suwannee.....	6,000.00
State Normal School.....	12,000.00
State Normal and Industrial College (for negroes)	5,000.00
Institute for Blind and Deaf.....	20,000.00
South Florida Military and Educational Institute	18,000.00

Total for two years..... \$71,000.00

Average per annum.....\$35,500.00

### ADDITIONAL FUNDS RECEIVED.

The Florida Agricultural College will receive annually, after this date, about the following amounts:

Interest on bonds.....	\$ 9,000.00
One-half Morrill Bill fund.....	12,500.00
Hatch Bill fund (for Experimental Station).....	15,000.00

Total.....\$36,500.00

East Florida Seminary receives one-half the interest on Seminary bonds, amounting annually to about \$2,933.50.

The Seminary West of the Suwannee receives the other half of the interest on Seminary bonds, \$2,933.50. From Westcott Endowment, annually, about \$1,200; total \$4,133.50.

The State Normal & Industrial College for Colored Students gets the other half of the Morrill Bill fund, \$12,500. This gives a total of \$56,067.00 received from the general government and from bonds. This amount is supplemented in some cases by nominal tuition and matriculation fees, the aggregate from the latter sources is small and would scarcely swell the total receipts, outside of State appropriations, to \$60,000. This aggregated amount makes a very creditable sum expended for higher education; in fact, it would be ample if it were all expended upon one institution of high grade, and would be sufficient without any additional appropriation. One large and well equipped institution could provide proper educational advantages for the combined attendance of all the State's schools for higher education, excluding, of course, the patronage of the School for Colored Students, and that of the Institute for Blind and Deaf which is *sui generis* and must give entirely different instruction from that of any of the other institutions.

The combined enrollment in 1898 at the five State institutions for white students in all departments, including pupils in the preparatory, high school and commercial departments, was 543, one-third of whom were enrolled in the departments just enumerated and could have been as well instructed in other and less costly schools. Excluding these, the combined attendance would not be so large as is now found at most second rate Universities in the country.

#### OBSTACLES IN THE WAY OF CONSOLIDATION.

While the total permanent annual income is apparently \$60,000 (partly estimated), yet all this is not available for purely educational purposes. The Experimental Station, or Hatch Bill, Fund, amounting to \$15,000, though used in connection with an institution of learning, is restricted to specific use, thus reducing the above amount to \$45,000. In this amount, the Morrill Bill Fund cannot be applied for buildings, and is restricted in other ways to the support of specific departments; in fact, nearly the whole of the permanent fund for higher education is limited in some way in its application and not available for general educational

purposes. This would be a serious obstacle were consolidation of the State's institutions for higher learning attempted.

Only four of these institutions receive any part of the above \$45,000, and were it available for all educational purposes, and could it be equally divided between these four schools, one-fourth would not properly equip and meet the urgent necessity of any one Institution.

As stated in a previous Report, the State is unfortunate in the founding of institutions for higher education. More schools were established than the patronage absolutely demanded, and yet these schools are established and the question of consolidating and building up one or more *strong* institutions is beyond even a possibility. Yet to attempt to make high grade schools out of all of them would cost more than the State seems able to afford, and there would be more of such institutions than the necessities for higher education would require in many years, hence some of them are doomed to be merely local schools. It is a clear case of weakness growing out of too much division of effort and funds.

#### IMMEDIATE AND REMOTE NECESSITIES OF THESE SCHOOLS.

There is hardly one of these schools that is not right now in imperative need of a liberal appropriation to insure its further growth and to put it in position to accommodate the patronage it has and that it should naturally expect.

The main building at the Agricultural College was constructed on entirely too small a plan, the recitation rooms are too small and were never designed to accommodate even the patronage it now has—it was built without reference to growth. Since the doors have been thrown open to students of both sexes some provision similar to that provided for the males should be made for boarding female students, to insure proper rates of board and to throw necessary safeguards and salutary regulations around that class of students. As it is, their surroundings do not conduce to study, and will not, only in isolated cases, so long as the female students must board in private families in the town and become a part of the family and social circle. Students, as a rule, nowhere will do the highest order of work when they are permitted to become a part of the society of the community in which the school is located. Few parents will elect to send a daughter from home to a college to board in a private family where they are necessarily

removed, to a large degree, from proper college regulations. The patronage of this class of students must remain largely local until a Girl's Dormitory is provided and placed under the management of the College. If the Legislature can see its way clear to do so, it would be a wise expenditure of money to provide immediately for the erection of this Dormitory.

*The East Florida Seminary* is in need of the same, a Girl's Dormitory, though the environment of that institution is such that the necessity is not so imperative as at the Agricultural College. The college building proper, and the barracks for the male students meet the present demands, but should this Seminary have its deserved and expected growth in the immediate future it will be found that larger buildings will be needed here also, especially a recitation hall.

*The Seminary West of the Suwannee* is sadly in need of boarding departments for both male and female students. Indeed, this institution need not be expected to enjoy more than local patronage until dormitories are provided so that board may be cheapened and non-resident pupils thereby attracted to it. Nor will this class of pupils do the best character of work until they can, to a larger degree, be isolated from the social circle of Tallahassee. Its faculty is composed of earnest and capable instructors, but such additions must be made to the equipment before the attendance will be commensurate with its deserts or the institution can effect such results as its faculty is capable of producing. While this necessity for enlargement undoubtedly exists, it may be construed as radical in me, in view of the present outlook of the State, in recommending that provision be made for these dormitories.

*The State Normal School* (for whites) at DeFuniak Springs has a plain but ample and commodious school building and a Girl's Dormitory which has been found necessary to accommodate the patronage it has hitherto received, but a Boy's Dormitory must be provided if the State is to realize full value for its present annual appropriation to that school. If the earnest and laborious efforts of Principal Hayes to popularize, to improve the character of work done, and to increase the patronage of that institution—the only school sustained by the State to which it may look for a larger supply of professional teachers—meets with one-half the success which his efforts merit,

the time is not far distant when larger buildings will be required. The Boys' Dormitory is a present necessity and the Legislature would do a wise thing to appropriate not less than \$5,000 for its immediate erection.

*The State Normal and Industrial College for Colored Students* is necessitous, like all the rest. President Tucker reports that he is crowded beyond endurance and has to write pupils to stay at home because he has nowhere to put them. With the appropriation of \$5,000 made to that school by the last Legislature the State Board purchased, at a cost of \$2,200, 57 acres of land for its agricultural department; added two large rooms, absolutely necessary, to the recitation hall, at a cost of \$800; furnished material to enlarge the Boys' Dormitory, at a cost between \$900 and \$1,000. The work upon this dormitory was done by the male students at odd times, under the direction of the teacher of the Mechanical Department. The enlargement of this dormitory was necessary to keep from driving patronage from the school, but even now that building is wholly inadequate. Sixty students are now crowded into the Girls' Dormitory which was designed to accommodate only forty in its present unfinished condition, and applicants have been notified that there is no room in the institution for them. The Legislature should appropriate at least \$3,000 to complete the original plan of this dormitory, that its capacity may be enlarged. The Recitation Hall is an old dwelling and, though well adapted for the purpose for which it is being used, the building is old and is too small, and the requirements will soon demand a larger and more modern structure, if it is intended to accommodate those who seek higher education in this institution—the only one of its kind provided for this race at public expense. It is fortunate for the State that the running expenses of this school, which is in better condition in this respect than any other State Institution, has been fully met by the Morrill Bill Fund provided by the general government. This Fund has been ample to pay proper instructors and to meet all other current expenses allowed to be paid out of it. It has left the State appropriation to be used for the purchase of land, the improvement of buildings, and for such other expenses as was not allowable from the other fund.

*The South Florida Military and Educational Institute*, so far as I am informed, has ample buildings to accommo-



date its present patronage, at any rate the State has not been called upon to make any provisions for buildings, these being furnished by the local trustees or the town of Bartow.

*The Institute for the Blind and Deaf* has a tolerably fair plant. It is wooden, but ample and comfortable. With the appropriation of \$2,000 made by the last Legislature for building, a dormitory for colored students was erected which permitted the old colored department to be renovated and used for the white males. This was a great advantage in many respects. It enabled white males and females to be quartered in separate buildings, giving ample room to each, and, another very desirable thing, it permitted a more perfect isolation of white and negro pupils upon the grounds. The dormitory built for the negroes was proportioned in size to the appropriation and to the past attendance of colored pupils, but the attendance of that class of pupils doubling in the past two years, the fact developed that the building was too small and that the large increase of pupils necessitated the separation of males and females into different buildings. Plans are now on foot to build another dormitory of the same size as the first, but the effort is being made, through rigid economy in the conduct of this school, to complete this building out of the present appropriation without asking the Legislature for any increase in the usual amount allowed this institution. The building will likely be completed before the adjournment of the Legislature, and should there be a deficit and necessity for a small increase in the usual appropriation to cover this, the attention of the Legislature will be called to it.

#### WORK OF THESE SCHOOLS.

So much has been said relative to the outward equipment of the State schools, that brevity prevents much being said as to their academic work. Suffice it to say, that all of these institutions are now moving on smoothly, without any known friction in the faculties, or between students and faculties, or between the schools and the communities in which they are located. This is something before unknown since their establishment—that all of the schools are at peace with themselves and those about them. I will say in brief, that so far as my observation and information go, each of them is doing efficient work in its particular line.

The question is liable to be propounded, "Where is all the money to come from to supply the *wants* of each of these State schools, and to put them on a proper basis?" The reply is, I do not know. It is my duty to report faithfully their condition and wants, as they occur to me, and suggest what I deem necessary to enlarge their usefulness. This has been done, it is the duty of others to wrestle with the question of providing the funds.

Following this rather lengthy and tedious introduction to this chapter will be found the special report from the management of each one of these institutions, from which further information may be gleaned.

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## FLORIDA AGRICULTURAL COLLEGE.

*Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:*

Sir:—In compliance with the School Law of Florida, Chapter IV, Section 297, the Trustees of the Florida Agricultural College have the honor to make to you the following report of the condition and progress of the above named institution:

S. Stringer,  
*President Board Trustees.*

Attest:  
A. B. Hagen, *Secretary.*

### FOUNDATION AND SCOPE.

The Florida Agricultural College was established in pursuance of an act of Congress, approved July 2, 1862, by which public lands were donated to each State and Territory in proportion to its representation in Congress. Florida availed herself of the benefit of this act in 1872, and received ninety thousand acres of land. This land was sold and the proceeds invested in bonds of the States of Florida and North Carolina, from which the College receives an annual income of about \$9,000.

In 1890 the "Morrill Bill" was passed providing for an additional appropriation to each State and Territory for the support of schools of agriculture and the mechanic arts. The appropriation for the year beginning August 1, 1897, is \$23,000, of which this College receives one-half.

From these two funds the Florida Agricultural Col-

lege enjoys an income of about \$20,000 for college purposes.

The State of Florida has appropriated for buildings about \$28,300, and for general purposes about \$20,000, and the citizens of Columbia county have contributed about \$15,000, together with one hundred acres of land for a college farm.

In addition to the above, this College receives from the United States, under the "Hatch Bill" of 1887, the sum of \$15,000 a year for experimenting in agriculture. With this sum it supports an Experiment Station at Lake City. As this "Hatch Fund" is used entirely for experiment work, it adds nothing to the income available for educational purposes. But the Experiment Station at Lake City is valuable to college students in agriculture in giving them practical illustration in many agricultural and horticultural processes.

#### LOCATION.

The College is pleasantly located in the southern extremity of Lake City, a town of about 2,500 inhabitants, the county seat of Columbia county. It is fifty-nine miles west of Jacksonville and 106 miles east of Tallahassee by the Florida Central & Peninsular Railroad, which, together with the Georgia Southern and Florida, and the Savannah, Florida & Western, furnishes convenient approach from all sections of the State. Lake City was selected by the Trustees for its central position, its accessibility and its well-known healthfulness.

In this connection it may be said that no fatal sickness has occurred among the students within the last ten years, and that serious illness of any student is exceedingly rare.

#### THE SCOPE OF THE COLLEGE.

Is sufficiently indicated in the law under which it was created. It is "a college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures in the States may respectively prescribe, in order to promote a liberal and practical education of the industrial classes in the several pursuits and professions of life."

Under this limitation it is possible to afford an education entirely adequate to the demands of the age, and



AGRICULTURAL COLLEGE EXPERIMENTAL PHYSICS

while the present Board of Trustees have determined to make the institution more than it has heretofore been, a College of Agriculture and Mechanical Arts, yet the effort to do so will not in the least impair the efficiency of the College in providing a general and liberal education along the lines of modern thought.

#### GROUNDS AND BUILDINGS.

The buildings of the College stand upon a small campus of about four acres. They are six in number—the “Main” College Building, the “Wooden” Barracks, the “Brick” Barracks, the “Preparatory” Building, the “Mechanic Arts” Building, and the “Chemical Laboratory” Building.

Adjoining the College campus is a garden of about three acres. This is used for experiments in the cultivation of garden plants and in studying the diseases to which they are subject. In the garden stands a glass forcing house, heated by steam and so arranged that the temperature is under complete control. A stable, a workshop and an office are also in these grounds.

South of the garden lie the Experiment Station grounds. These include about 130 acres. Here experiments are conducted with various field crops and with live stock. The buildings consist of a foreman’s house, two barns, a second foreman’s house and one or two small out-buildings.

#### THE EQUIPMENT.

The equipment of the College in the various departments is fairly good.

The Department of Horticulture and Biology is well supplied with apparatus and a good working library. The outfit will compare favorably with that of many more wealthy institutions.

A fairly good museum affords opportunity for study in connection with the text-book work in science.

The Department of Entomology has a good collection illustrating most of the insects injurious to vegetables, together with such insects as are the friends of the farmer.

The Department of Mathematics and that of Philosophy and Latin are only fairly well supplied with the apparatus necessary.

The Department of English needs additional library advantages. These are being supplied by the purchase of new books from time to time as the funds may permit.

The Department of Mechanic Arts is not well housed, but the recent additions to the tools and machinery used in that department have greatly increased its efficiency. The shop has been recently moved to a new site and somewhat enlarged.

The Preparatory Department is receiving additions in the way of apparatus which has hitherto been much needed.

In the Department of Commercial education they are much crowded. In this, Bookkeeping, Commercial Law, Commercial Arithmetic, Stenography, Typewriting and Telegraphy are taught. This department is popular and nearly one fourth of the entire attendance is found in these classes. The rooms are too small and badly arranged for the needs of the department.

In the work of the Experiment Station the annual appropriation from the General Government is sufficient for present demands. The grounds and buildings, however, are very unsuitable for the purpose and it is hoped that some provision can be made to supply this need. It is illegal to use the appropriation from the Government for the purchase of grounds or for the erection or repair of buildings with the exception of only \$750 per annum from the above appropriation.

A list of the bulletins published since the organization of the station is appended from which some idea may be formed as to the character of the work done on the Experiment Station. Many useful investigations are in progress, the results of which are not yet ready for publication.

Besides the publication of the bulletins a very considerable amount of correspondence is conducted with the agriculturists of the State in answer to inquiries on various matters of interest.

#### FACULTY AND COURSES OF STUDY.

Following is a list of the faculty and administrative officers employed during the year ending June 15, 1898:

W. F. YOCUM, A. M., D. D., President,  
and Director of Experiment Station.

A. B. HAGEN,  
Secretary of Board of Trustees.

P. H. ROLFS, M. Sc.,  
Professor of Biology and Horticulture.

A. A. PERSONS, M. Sc.,  
Professor of Chemistry.

C. V. WAUGH, M. A.,  
Professor of Philosophy and Ancient Languages.

MARY LAW McCLINTOCK, A. B.,  
Professor of History and English.

HORACE E. STOCKBRIDGE, Ph.D.,  
Professor of Agriculture.

N. H. COX, B. S.,  
Professor of Drawing and Mechanic Arts.

ROBERT L. BORGER, A. B.,  
Assistant Professor, in charge of Mathematics.

A. L. QUAINANCE, M. Sc.,  
Assistant Professor of Biology.

J. P. DAVIES, B. S.,  
Instructor in Physics and Assistant in Chemistry.

W. W. FLOURNOY, A. B.,  
Commandant of Cadets and Bursar and Instructor in  
Military Tactics.

ARTHUR A. A. SILBER, M. E.,  
Instructor in German and Mathematics.

WILLIAM G. MASSEY,  
Instructor in Stenography, Typewriting and Telegraphy.

MARIA JUSTA ANA de FIGUEROA,  
Instructor in Spanish and French.

M. C. MARION, B. L.,  
Principal of Preparatory School.

R. N. HADLEY, M. Accts.,  
Instructor in Book-keeping, Commercial Law and  
Penmanship.

S. FRANKLIN APPELL, M. D.,  
Surgeon.

W. P. JERNIGAN,  
Auditor and Book-keeper.

C. A. FINLEY,  
Superintendent of Mess Hall.

MRS. L. G. MILLER,  
Matron of Mess Hall.

## COURSES OF STUDY.

Three courses of study are offered to the student—

The Agricultural Course, leading to the degree of Bachelor of Science.

The Mechanical Course, leading to the degree of Bachelor of Science.

The Latin-Scientific Course, leading to the degree of Bachelor of Arts.

These three courses are equal in the time required to complete them, and are equivalent in the studies pursued, hence the degrees granted are regarded as of equal honor.

In addition to the above the Trustees established in 1893 a Business Course.

The Courses of Study in the several Departments are not inserted here. Persons interested may obtain a catalogue of the college in which the courses are fully described.

## DISCIPLINE AND ORDER.

The year ending June 30, 1898 was distinguished above all previous years in the history of the college by the harmony and good order that prevailed. Devotion to study and a disposition to conform to all regulations of the college characterized the entire student body.

*Harmony also prevailed in the counsels of the faculty.*

Male students not having homes or relatives in Lake City are required to occupy rooms in the "barracks" and to board at the College Mess Hall. They are thus under the immediate supervision of the officers of the institution. A system of military discipline, modeled after that which obtains at the U. S. Military Academy at West Point, but modified to meet the condition here, is maintained. Day students are subject to the same rules, so far as those rules are applicable.

Female students board at such places in the town as may be approved by the President.

No marked breach of good order or departure from a high standard of ladylike conduct has been noticed throughout the year among the female students of the college.



## THE ATTENDANCE.

Below is a summary of the attendance for the year ending June 15, 1898:

## Summary.

	Males.	Females.	Totals.
Post graduate students...	2	..	2
Graduates of '98.....	8	3	11
Seniors of '99....	..	2	2
Juniors of '99....	5	2	7
Sophomores of '99.....	12	4	16
Freshmen of '99....	16	3	19
Sub-Freshmen of '99....	25	7	32
Preparatory of '99....	13	3	16
Normals of '98....	5	13	18
Business of '98.....	40	11	51
Irregulars of '98....	17	8	25
Total....	143	56	199
Counties of Florida....			26
States....			7
Foreign countries....			2
Duplicates....			4

## NEEDS OF INSTITUTION.

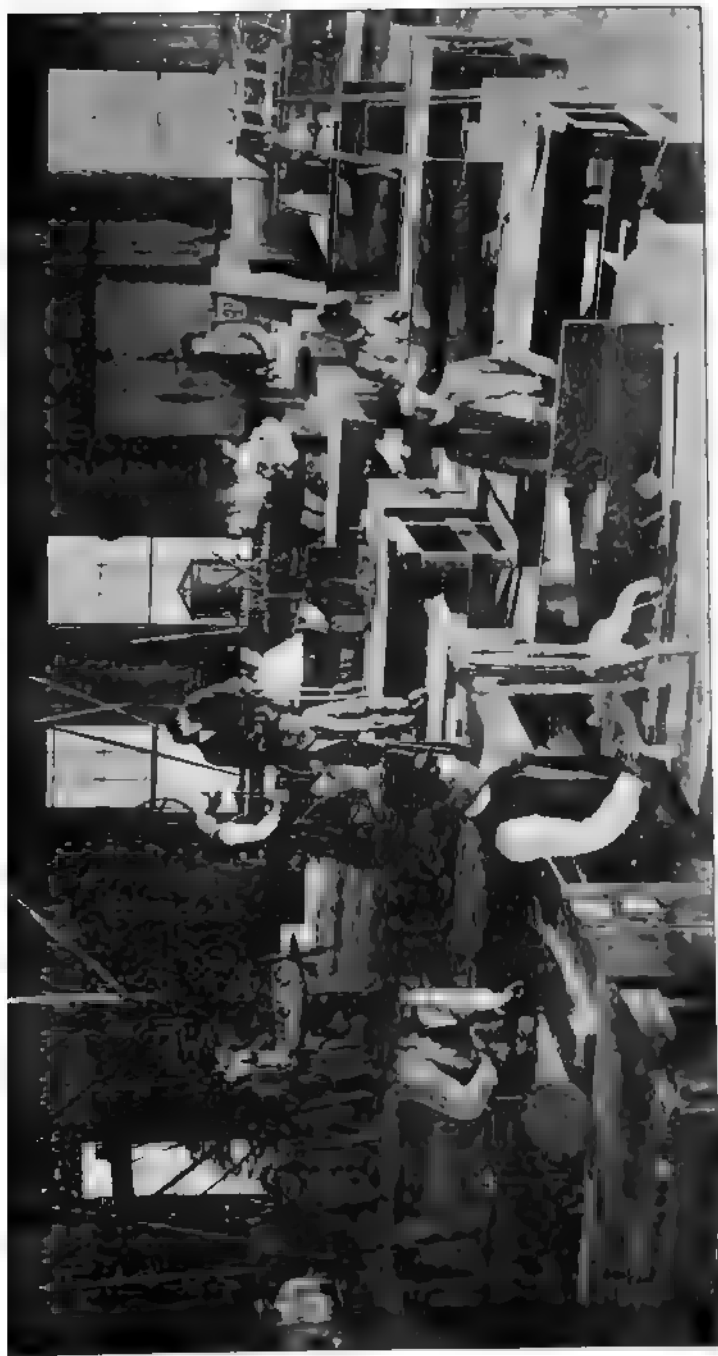
So full a statement of the needs of the College was made in our last bi-ennial report to you that a brief mention will suffice at this time.

1. A Dormitory and Boarding Hall on some site not too far from the College, sufficient for the lodging of 50 female students is badly needed. This building ought to have parlors and music rooms, as well as bedrooms, dining rooms and kitchen.

2. The Preparatory Building should be enlarged. The growth of the school and the character of the work to be accomplished in the College proper depend largely on the Preparatory Department. The present building ought to be doubled in size and remodeled to adapt it to modern and improved methods of instruction.

3. The Mechanic Art Hall ought to be enlarged to provide large and well lighted drawing rooms and a physical laboratory.

4. The Experiment Station ought to be provided with more land suitable for its use, and with better buildings.



AGRICULTURAL COLLEGE—WOOD SHOP.

None of the above improvements can be accomplished without aid from the State. None of the funds appropriated by U. S. Laws to the maintenance of the College can be used for buildings or repairs or for the purchase of grounds.

With the encouraging prospects that are before this institution it is sincerely hoped that our Legislature may be able to make an appropriation sufficiently large to accomplish the above mentioned improvements.

Below is a financial statement of the College and Experiment Station:

#### FINANCIAL REPORT.

For the years ending June 30, 1897 and 1898.

	1896-7.	1897-8.
Salaries. . . . .	\$12,700.36	\$14,890.54
Janitors. . . . .	639.84	705.89
Expenses of President . . . . .	135.30	162.23
Expenses of Commandant of Cadets, etc. . . . .		4.80
Expenses of Biologist . . . . .		33.49
Expenses of Board of Trustees. . . . .	250.35	221.44
Equipment for Chemistry . . . . .	140.83	526.51
Equipment for Agriculture. . . . .		18 55
Equipment for Horticulture. . . . .	7.82	
Equipment for Biology . . . . .	67.40	1,151.30
Equipment for Physics. . . . .	53.28	192.36
Equipment for Commercial Department. . . . .	15.75	
Material & Fuel for Mechanic Arts . . . . .	158.09	159.62
New Machinery and Tools for Mechanic Arts. . . . .	143.91	652.00
Apparatus for Stenography, Typewriting and Telegraphy . . . . .	55.76	87.91
Mess Hall Equipment. . . . .	124.08	34.19
Printing (and Adv.) . . . . .	590.71	412.72
Advertising . . . . .		474.24
Stationery . . . . .	230.90	260.78
Postage. . . . .	156.24	152.25
Furniture and Equipment . . . . .	59.35	352.00
Military . . . . .	88.93	146.96
Commencement . . . . .	25.20	130.82
Fuel . . . . .	313.75	128.68
Freight and Express. . . . .	114.43	199.47

Water Supply . . . . .	270.00	206.00
Library . . . . .	204.02	669.18
Fences, Grounds and Buildings . . . . .	1,258.48	1,156.40
Feed . . . . .	101.01	95.02
Gas and Lights . . . . .	133.89	62.37
Contingent . . . . .	529.84	566.21
Stock . . . . .		83.75
Board Scholarships . . . . .	222.00	248.21
Insurance . . . . .	488.60	480.80
Interest . . . . .	6.00	26.46
<hr/>		<hr/>
Total Expenditures . . . . .	\$19,286.97	\$24,704.13
Deficit July 1, 1896 . . . . .	3,571.41	
(Balances on hand June 30, 1897 and 1898) . . . . .	(1,730.06)	(3,482.36)
<hr/>		<hr/>
Grand Totals . . . . .	\$24,588.44	\$28,186.49
Appropriation Land Grant Fund . . . . .	\$ 9,107.00	\$ 9,107.00
Appropriation Morrill Fund . . . . .	11,000.00	11,500.00
Incidental Fees . . . . .	1,896.88	1,493.65
State Appropriation Fund . . . . .	2,584.56	4,355.78
<hr/>		<hr/>
Total Receipts . . . . .	\$24,588.44	\$26,456.43
Balance on hand July 1, 1897		1,730.06
<hr/>		<hr/>
Grand Totals . . . . .	\$24,588.44	\$28,186.49

## FINANCIAL REPORT.

Of the Station for the years ending June 30, 1897 and 1898.

	1896-7.	1897-8.
Salaries . . . . .	\$ 5,056.68	\$ 4,799.64
Labor . . . . .	4,158.25	4,623.00
Publications . . . . .	733.35	1,398.60
Postage and Stationery . . . . .	231.56	220.74
Freight and Express . . . . .	301.22	366.65
Heat, Light and Water . . . . .	160.93	169.40
Chemical Supplies . . . . .	306.32	228.01
Seeds, Plants and Sundry Supplies . . . . .	1,187.04	477.27
Fertilizers . . . . .	611.20	859.21
Feed Stuffs . . . . .	583.95	717.78
Library . . . . .	114.52	331.36
Tools, Implements and Machinery . . . . .	193.94	61.09
Furniture and Fixtures . . . . .	129.15	23.80
Scientific Apparatus . . . . .		45.80

Live Stock . . . . .	120.00	.
Traveling Expenses . . . . .	422.83	692.74
Contingent . . . . .	253.95	137.20
Buildings and Repairs . . . . .	1,072.14	886.00
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Total Expenditures . . . . .	\$15,637.03	\$16,038.56
Deficit July 1, 1897 . . . . .		160.65
<hr/>		
Totals . . . . .	\$15,637.03	\$16,054.61
Appropriation Experiment Station		
Fund . . . . .	\$15,000.00	\$15,000.00
Received for Sales from Farm . . . . .	566.03	1,050.18
State Appropriation Fund . . . . .	54.95	
Deficit June 30, 1897 . . . . .	16.05	
Deficit June 30, 1898 . . . . .		4.43
<hr/>		
	\$15,637.03	\$16,054.61

## BULLETINS OF THE EXPERIMENT STATION.

No.	Author.	Title.	Date.
1.	J. Kost . . . . .	General . . . . .	April, 1888
2.	J. Kost . . . . .	General . . . . .	May and June, 1888
3.	J. Kost . . . . .	Agriculture . . . . .	September, 1888
4.	Jas. P. DePass . . . . .	General . . . . .	January, 1889
5.	Jas. P. DePass . . . . .	Analysis of Fertilizers . . . . .	April, 1889
6.	Jas. P. DePass . . . . .	General . . . . .	July, 1889
7.	Jas. P. DePass . . . . .	General . . . . .	October, 1889
8.	Jas. P. DePass . . . . .	General . . . . .	January, 1890
9.	Jas. P. DePass . . . . .	Entomological Notes . . . . .	April, 1890
10.	Jas. P. DePass . . . . .	Phosphate and Superphosphate . . . . .	July, 1890
11.	Jas. P. DePass . . . . .	General . . . . .	October, 1890
12.	Jas. P. DePass . . . . .	General . . . . .	January 1, 1891
13.	Jas. P. DePass . . . . .	General . . . . .	April, 1891
14.	Jas. P. DePass . . . . .	General . . . . .	July, 1891
15.	Jas. P. DePass . . . . .	Tobacco and Its Cultivation . . . . .	Oct. 1, 1891
16.	Jas. P. DePass . . . . .	General Farm Crops . . . . .	January 1, 1892
17.	Jas. P. DePass . . . . .	General . . . . .	April, 1892
18.	Jas. P. DePass . . . . .	Grasses, Forage Plants and Tomato Blight . . . . .	July, 1892
19.	Jas. P. DePass . . . . .	Tobacco . . . . .	October, 1892
20.	A. A. Persons . . . . .	Soil and Fertilizers . . . . .	September, 1893
21.	P. H. Rolfs . . . . .	The Tomato and Some of Its Diseases . . . . .	October, 1893
22.	A. A. Persons . . . . .	Fertilizers . . . . .	November, 1893
23.	P. H. Rolfs . . . . .	Insecticides and Fungicides . . . . .	December, 1893

No.	Author.	Title.	Date.
24.	O. Clute.....	Annual Report.....	January, 1894
25.	A. W. Bitting..	Leeches and Lecching.....	Sept., 1894
26.	A. W. Bitting.....	Big Head.....	October, 1894
27.	-----	Pineapple.....	November, 1894
28.	A. W. Bitting.....	.....	December, 1894
		Liver Fluke—Southern Cattle Fever.	
29.	P. H. Rolfs....	The San Jose Scale.....	August, 1895
30.	F. B. Moodie..	The Culture of Tobacco..	November, 1895
31.	P. H. Rolfs...	Some Market Vegetables.	December, 1895
32.	A. A. Persons.	Cotton and Its Cultivation..	January, 1896
33.	M. S. Moreman...	Orange Groves.....	February, 1896
34.	A. L. Quaintance.	Insect Enemies.....	March, 1896
35.	O. Clute .....	Cassava .....	April, 1896
36.	A. L. Quaintance.	Insects Injurious to Grain.	Oct., 1896
37.	O. Clute and W. A. Marsh.	Pineapple..	November, 1896
38.	F. B. Moodie...	Tobacco in Florida.....	January, 1897
39.	S. Powers.....	Strawberries.....	July, 1897
40.	A. L. Quaintance.	The Fall Army Worm.....	July, 1897
41.	P. H. Rolfs.....	The San Jose Scale.....	August, 1897
42.	A. L. Quaintance..	Some Strawberry Insects..	Aug., 1897
43.	A. A. Persons.....	.....	September, 1897
		A Chemical Study of Some Typical Florida Soils.	
44.	H. E. Stockbridge..	Cane, Syrup, Sugar..	January, 1898
45.	A. L. Quaintance..	Injurious Insects.....	March, 1898
46.	A. L. Quaintance.....	.....	July, 1898
		The Strawberry Thrips and the Onion Thrips.	

EAST FLORIDA SEMINARY.

*Hon. Wm. N. Shcats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Dear Sir—I herein submit the report of the affairs of East Florida Seminary for the two annual sessions ending respectively, June 2, 1897, and May 25, 1898.

SESSION OF 1896-7—ENROLLMENT.

Male students...	50
Female students...	25
Resident students...	42
Non-resident. ....	33
Students from Alachua county outside of Gainesville..	15
Students from other Florida counties...	10
Students from other States..	8
Total, excluding duplicates.....	75

## CURRICULUM.

For the session of 1896-97 the Board of Education changed the curriculum by dropping the lowest class of the previous session and adding one year's higher work, thus raising the grade of the academic work; in consequence of this there were no graduates for 1897. We now have a regular collegiate course.

## ACADEMIC BOARD.

Edwin P. Cater, A. M., Superintendent; Mathematics, Ancient Languages.

Chas. H. Cabaniss, Jr., First Lieutenant U. S. Army (retired), Commandant; Military Science, Mathematics, Modern Languages.

W. L. Floyd (Graduate of South Carolina Military Academy); Natural Science, Calisthenics.

L. A. Curtis (University of Wisconsin); English and Elocution.

## FINANCES—INCOME.

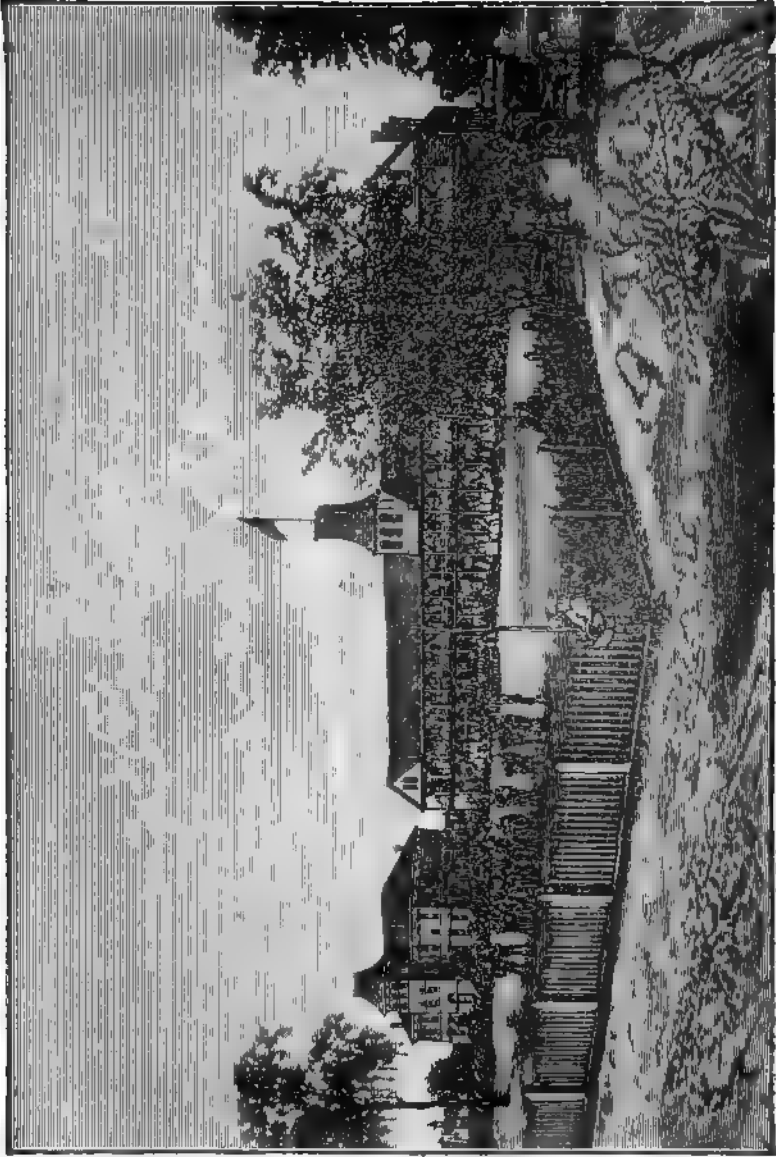
January, 1897, interest on bonds . . . . .	\$1,750.00
July, 1897, interest on bonds . . . . .	1,149.00
Appropriation for 1897, first six months . . . . .	1,000.00
Seminary fees . . . . .	690.00
	<hr/>
	\$4,589.00

## EXPENSES.

Salaries, including Treasurer . . . . .	\$3,300.40
Janitor and Scavenger . . . . .	240.30
Insurance . . . . .	70.00
Supplies . . . . .	296.70
Repairs . . . . .	102.52
Printing . . . . .	72.25
Miscellaneous . . . . .	21.45
Paid deficit of previous year . . . . .	456.18
Balance . . . . .	29.20
	<hr/>
	\$4,589.00

## SESSION OF 1897-8—ENROLLMENT.

Male students . . . . .	43
Female students . . . . .	27
Resident students . . . . .	42
Non-resident . . . . .	28



EAST FLORIDA SEMINARY BARRACKS.



Students from Alachua county outside of Gainesville..	8
Students from other Florida counties... ..	15
Students from other States... ..	5
Number of graduates in class of '98... ..	8

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Total, excluding duplicates... .. 70

#### CURRICULUM.

No change was made in the course of study from that of previous year. A regular collegiate course was followed.

#### ACADEMIC BOARD.

Edwin P. Cater, A. M., Superintendent; Mathematics, Ancient Languages.

Chas. H. Cabaniss, Jr., Lieutenant U. S. Army (retired), Commandant; Military Science, Mathematics, Modern Languages.

W. L. Floyd (Graduate of South Carolina Military Academy); Natural Science, Calisthenics.

John C. Johnson, A. B., (University of Mississippi); English Language, Elocution.

George M. Lynch (East Florida Seminary); History, Arithmetic.

#### FINANCES—INCOME.

Balance from previous year... ..	\$ 29.20
January interest on bonds... ..	1,754.50
July interest on bonds... ..	1,149.00
Appropriation for second six months of 1897....	1,250.00
Appropriation for first six months of 1898.....	1,250.00
Fees from all sources... ..	845.22
	<hr/>
	\$6,277.92

#### EXPENSES.

Salaries, including Treasurer's.....	\$4,050.00
Printing... ..	280.08
Janitor, scavenger, etc. ....	270.05
Repairs, supplies, insurance. ....	1,672.46
Balance.....	5.33
	<hr/>
	\$6,277.92

The appropriation by the Legislature of 1897 greatly advanced the work of the Seminary. Some much needed

apparatus was purchased, the barracks building was repainted and other repairs made.

The course was raised one year for the session of 1895-96, and again raised one year for the session of 1896-97; this caused a decrease in the attendance for the time, but there are already enrolled for the session of 1898-99 ninety-one students, all doing work in the regular course.

The students from East Florida Seminary are found in many places of usefulness and responsibility. Many officers and men who responded to the call of their country in the recent war with Spain received their early military training here.

The prospect before us is promising, teachers and pupils are working diligently, and it is hoped that the Legislature of 1899 will continue the appropriation made by the preceding one.

Very truly yours,  
W. L. FLOYD,  
Acting Superintendent.

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## THE STATE SEMINARY WEST OF THE SUWANNEE RIVER.

*Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Sir—In compliance with your request, I herewith submit to you the report of the State Seminary West of the Suwannee River for the school years of 1896-97 and 1897-98.

The increasing annual enrollment, the daily average attendance, the greater number of students from Middle Florida, the improvements of the Seminary property, all indicate that this institution is better known and appreciated, and that it is growing in efficiency and usefulness as a State institution for higher learning.

### ATTENDANCE.

The enrollment was 110 in '95-'96, in '96-'97 the total enrollment was 122, in '97-'98 the register showed 144 students in attendance from 8 Florida counties and 5 States. Of this number 66 were young men and 78 young women,

78 resident students and 66 non-residents. The enrollment to December of the present college year is 138, representing almost every county of Middle Florida. Ere this session closes it is believed that the register will show the greatest number of pupils enrolled for many years.

#### OUR POLICY.

The school enjoys a wholesome reputation at home and abroad for its thorough work and for its high standard which has ever been rigorously maintained. While a large number of young people have here received a common English education since '91, the institution has graduated with degrees only 20 during that time.

The temptation of numbers is hard to resist. The Seminary may have thus far done so even against its interests, financially, especially if ever our visiting Legislative Committees were like the law-makers in earlier days when they, winking one eye, said to the principals, "Your sustenance depends upon your register." The State created this institution for higher education. To meet this end the course of study was arranged upon a collegiate basis and has since gradually been raised, its requirements for graduation more rigorously enforced, until at present its curriculum challenges comparison with that of any other college in the South.

We know of no short cuts to higher education, to honorable collegiate degrees, nor of any hot-house process whereby the young man is afforded that well-rounded training that will fit him for effective work, and success in the future. In some sections, however, (happily not in Florida), there seem to be many short cuts to higher learning and college honors; but shame upon us, if we, yielding to numbers, so pull down the honorable name of college endeavor to conceal quackery and thus invite the sarcasm, criticism and condemnation, and even pity, of college men and the educated generally upon us and the State. We believe in upholding a high standard of college degrees, and never confer them unless all our requirements have been honestly and fairly complied with.

While it is strongly insisted upon that thoroughness be our watchword, it is also our aim to emphasize those courses of study which give broader culture, for in any profession men are needed who are not merely equipped with theories and their applications, but men who are pre-

pared to take their places as active and useful men in the social and political world. In nearly every department courses have been strengthened and advanced, the more changes being made in the departments of English, Mathematics and Science.

#### DEGREES—REQUIREMENTS FOR ENTRANCE.

Three courses leading to three degrees, B. A., B. L., or B. S. are now offered by the College. Each course usually requires four years to complete it. For admission to the Freshman class, in the Bachelor of Arts or Bachelor of Letters courses, the student must show a fair knowledge of descriptive geography, U. S. history, English grammar, composition and elementary rhetoric, arithmetic, algebra, Latin grammar and four books of Caesar's Gallic War, elementary physiology, botany and civil government.

The requirements for admission to the Bachelor of Science course are the same, save that the candidate may substitute physical geography, elementary physics and elementary chemistry for Latin.

#### CURRICULUM.

The curriculum embraces the following subjects: English, mathematics, including the calculus, Greek and Latin, taught during four years respectively; history, biology, French, German and Spanish (after this year), two years; and elocution, psychology and logic, political science and constitutional history, geology and astronomy, physics and chemistry for one year each.

#### THE NEW B. S. COURSE.

This might well be called the "Scientific year in the history of the Seminary," for the B. S. course is offered for the first time this year. The changes and improvements in the line of science under the direction of Prof. H. E. Bierly (Princeton and Harvard) have been many and more than have been stated in the catalogue. The following is a brief account of the course offered this year:

In the Freshman year, biology is studied, in which the first half of the year is mostly given to dissecting some of the typical forms of animals, and in the second half dissecting is continued and lectures are given on anatomy mostly based on the student's practical work. The student is taught how to handle the microscope and prepare specimens for microscopic examination. Marshall and Hurst's Practical Biology is mainly followed. In the Sophomore

year biology is continued, consisting of more minute dissecting of a few principal forms of animal and plant life, following special works on animals, accompanied by lectures on the history of biology, general morphology and physiology, embryology, relations of animals to one another, animal and plant, etc. Chemistry, Remsen's organic and inorganic, is studied, and besides lectures and recitations there is required six hours' laboratory work per week. In the Junior year embryology (Balfour), histology and advanced physiology (Kirk, Howell, etc.) are studied during the entire year, most of the time being given to laboratory work with lectures. Physics, practical and theoretical (Gage's Principles and Ames and Barker's) is taken, most of the work is practice in the laboratory; recitations and lectures are also required. In the Senior year geology (LeConte's larger work) with field work; second term astronomy and analytical chemistry are studied. Besides the courses herein mentioned and those in the catalogue, advanced histology, advanced physiology, neurology, medical chemistry, physiological botany, electricity may be studied.

Having three distinct laboratories for biology, chemistry and physics, students now have good facilities and opportunities to prepare themselves for the study of medicine, dentistry, pharmacy, nursing, or for teaching the sciences in the High Schools of the State. While this is one of the objects of the scientific course, our motto here, as in all the courses, is "Formation Primarily, Information Secondarily." Appreciation of this new course is shown by the fact that nearly half the Freshman class elected it this year.

#### LABORATORIES.

The laboratories have been much improved within the last two years. The biological, histological laboratory has been established and equipped with the necessary chemicals and apparatus. It is well supplied with Leitz microscopes, with Minot's new automatic microtome, several thousand mounted slides in animal and vegetable histology. The chemicals and apparatus are mostly imported. It is also well supplied with the very best American and foreign works of reference, with charts, tables, water works, cases, and with everything that is necessary for class use and original investigation. Students and friends of the Seminary are presenting it with animal and vegetable life for laboratory and preserving purposes.

To the chemical laboratory has been made additional tables, shelves, gas fixtures, chemicals, everything that is necessary on the part of the students for laboratory work



STATE SEMINARY WEST OF THE SUWANNEE.

in inorganic, organic and analytical chemistry. The physical laboratory has also received several important additions, namely: A new air-pump, batteries, a dynamo, ice machine and acoustic, optic and smaller electric apparatus.

## STUDENTS' SOCIETIES.

In connection with the department of science the Natural History Association was organized. The aim of this Association is to create among its members a genuine taste for the objects of nature, and a desire to do practical work and to make individual investigations. The meetings are held fortnightly during the year.

The two literary societies, one for young men and one for young women, train their members in expressing themselves with ease and fluency, develop logical and concise thinking, and are of great advantage in the promotion of ease before an audience, and in the acquirement of experience in parliamentary proceedings.

## THE SUB-COLLEGIATE DEPARTMENT.

By good authority it has been said that Southern colleges cannot in the present conditions maintain a proper standard for admission to the Freshman class, and most of them have preparatory departments to meet the needs of young men of meagre opportunities at home, or who have been irregularly prepared for college. Conditions in our own State seem to confirm this statement, for not many of our public schools now prepare any considerable number for college. This, of course, is not altogether due to the age of our splendid school system, but in many cases sparseness of population, poverty and other causes prevent good school facilities. Hence in Florida every public or private school, running upon a collegiate basis, maintains its preparatory, or sub-collegiate department.

The preparatory department, or the High School, of the Seminary is a self-imposed burden assumed at no additional expense to the State. The three organized grades of the sub-collegiate department enable us to disseminate more widely the advantages of the Seminary, and its advantages are brought within the reach of many, who, from causes beyond their control, have not the requisite preparation to enter its collegiate classes, and makes the Elementary training of those who come to us as thorough as possible and in unison with our methods.

The time usually required to complete the High School courses embraces three years. The curriculum includes thorough training in every branch, in which teachers are required to be examined for first grade certificates, besides two years' training in Latin, botany, elementary physics

and chemistry and a practical and thorough course in book-keeping and commercial law. Hence it can be seen that this department is somewhat well-rounded and complete in itself, for it furnishes a fairly good English education to those who for lack of means or time cannot enter the collegiate department. High School diplomas are awarded to those who complete the business or the classical course of the High School.

#### LIBRARY.

While the Library of the Seminary is yet small, it contains many of the most valuable and necessary works of reference, and is also a depository for the public documents from Washington. Many of these government publications are useful and are often consulted by our students. Besides, our teachers and students have access to the University Library which occupies a building conveniently situated for most of the places of residence. The reading hall is kept open during the day, and the librarian is in constant service. This library contains several thousand very excellent books, and a copious current periodical literature.

#### BUILDING.

The college building has recently been put in a most excellent condition, and, with the twelve large rooms, including the four large well lighted and well ventilated study halls, it is ample and well adapted to our present needs. It occupies a high elevation overlooking the city. This situation, with its fourteen acres of most charming grounds, renders the location of the Seminary one of the most beautiful in Florida.

#### OUR GREAT NEED.

The paramount question in every civilized country is the education of her citizens. With us this question rests almost entirely with our legislators. Our youth must be educated; the higher institutions must be maintained to lead the subordinate schools and to supply men and women to teach the children of the masses. Other states have their well equipped colleges and liberal appropriations for public education. Who will dare say that our boys and girls are not the equals of those of other States? Not one too many schools for higher education does our State support. All are worth exceedingly, yea, immeasurably more, to the



State than they have cost our people. Dr. Wm. T. Harris, U. S. Commissioner of Education, has proved by statistics that the average daily earnings per capita has increased in proportion to the education of the people; that education is individual capital; that the education of the youth of any state results directly in the production of material wealth for that State.

Backed by these reasons, we frankly ask for better accommodations for our students who come from a distance. The Seminary West of the Suwannee River is the only one of the State institutions that has not been provided with funds for a dormitory, but notwithstanding this impediment which places her on an unequal footing with her sister institutions, in increased enrollment she has outstripped other schools which more fortunate have been properly accorded this favor.

The lofty and noble motive of the State in assuming the role of educator is to open the doors of learning to the masses, to place within the reach of every deserving youth, however poor he be, educational advantages that he would not otherwise have. Looking to this end the State has at no little expense equipped the Seminary to subserve primarily those who have small means, but we believe that it is only by means of a dormitory where board, fuel and light may be had at actual cost and where students can be subjected to wholesome supervision, that the Seminary can best diffuse its benefits among the masses of deserving youth of this section against many of whom for the lack of a dormitory the doors of the institution are at present barred.

We would not ask the State to place her funds where they would not subserve the great interests of the people. So we do hope this matter of dormitory will be given consideration to the end that the Seminary may be placed upon an equal footing with other State institutions, and so better serve the interests of the people for whom the school was established.

#### THE FACULTY.

Our faculty consists of six able and experienced teachers. It is a policy of the Board to employ no one to teach who is not a graduate of some college or university of good reputation and recognized high standing. Following are the names of the teachers with the name of the institution

From which each graduated, and the work assigned to each in the Seminary:

A. A. Murphree, President, (University of Nashville, Peabody Normal College); Mathematics and Astronomy.

Elizabeth Bangs (University of Michigan); Latin and French.

Mallie Dyer, (Arkansas University, Special, University of Chicago); English, German and Elocution.

W. S. Whiteman, Jr., (Vanderbilt University, Special course, University of Virginia); Greek and Philosophy.

J. F. Knight, (University of Nashville); History and Political Science.

H. E. Bierly, (Princeton and Harvard); Physical Science and Biology.

#### RECEIPTS AND EXPENDITURES.

Our income and expenses for the last two scholastic years were in general as follows:

1896.	Receipts.	Expenditures.
July 1. Balance . . . . .	\$ 61.80	
Westcott Estate . . . . .	1,000.00	
1st. Nat. Bk. Tallahassee . .	1,050.00	
Rent (Seminary Bldg). . .	60.00	
State appropriation . . . .	1,149.00	
Incidental fees . . . . .	555.00	
Salaries . . . . .		2,532.50
State Savings Bank . . . .		900.00
1st. Nat. Bk. Tallahassee . .		183.90
Incidentals . . . . .		240.27
Totals . . . . .	\$3,875.80	\$3,856.67
1897—Semi-An. Int. State Fund..	\$ 2,933.50	
Westcott Estate . . . . .	700.00	
1st. Nat. Bk. Tallahassee . .	1,700.00	
Rent (Seminary Bldg) . . .	100.00	
State appropriation . . . .	2,000.00	
Incidental fees . . . . .	930.00	
Salaries . . . . .		4,981.25
1st. Nat. Bk. Tallahassee . .		2,750.00
Incidental . . . . .		340.71
Westcott Fund . . . . .		403.99
Totals . . . . .	\$12,239.30	\$12,332.62

1898—Semi-An. Int. State Fund..	1,769.50	
Westcott Estate . . . . .	500.00	
Rent (Seminary Bldg) . . . .	50.00	
State appropriation . . . .	2,000.00	
Incidental fees . . . . .	417.50	
Salaries.. . . . .		4,225.00
Incidentals.. . . . .		284.78
		<hr/>
July 1. Totals to date . . . .	\$16,976.30	\$16,842.40
Balance on hand . . . . .		133.90
		<hr/>
		\$16,976.30    \$16,976.30

It will be observed that the State appropriates only two thousand dollars annually to the support of the Seminary.

Respectfully submitted,  
A. A. MURPHREE,  
President.

## STATE NORMAL SCHOOL.

DE FUNIAK SPRINGS.

*Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Dear Sir:—

The statistical report which I shall submit to you is necessarily incomplete for the reason that the information desired for the greater part of the biennial period has never come into my possession.

I began to discharge the duties of my position the first of September, 1897, and can report definitely for only the remaining ten months, from Sept. 1, 1897 to June 30, 1898.

### FINANCIAL STATEMENT.

During this time the disbursements were as follows:

Teachers salaries.. . . . .	\$ 4,300.00
Janitor.. . . . .	65.90
Insurance.. . . . .	120.00
Apparatus.. . . . .	10.07
Reference books.. . . . .	50.90
Miscellaneous labor.. . . . .	12.40
Freight and express.. . . . .	4.39

Postage.....	43.05
Printing.....	71.25
Repairs.....	74.13
Fuel.....	15.75
Sundry incidentals.....	63.78
Old accounts.....	45.50
<hr/>	
Total.....	4,877.12

The appropriation had been so much reduced by the unusual expenses of the previous scholastic year as to necessitate the most rigid economy in order to meet all expenses with the remainder of the funds, and \$66.65 received from tuition of non-resident students, rents, etc. In this, however, we succeeded and began the work of 1898-99 free from debt, with the entire appropriation of \$6,000 to our credit.

#### CHANGES.

During the year 1897-98 several important, and, we believe, wise changes were made by order of the State Board of Education. The requirements for admission, both as to age and as to scholarship were considerably raised, so that each applicant must be (1) sixteen years of age, (2) the holder of an unexpired (Florida) teacher's certificate, or be able to pass an examination equal to that required by the State for a certificate of the lowest grade. These requirements have been adhered to. The result was a smaller attendance, but a healthier condition of the school. But that the loss was mainly local is plainly shown by the fact that the seventy-seven students enrolled in 1897-98 represented two counties more in Florida (besides two in Alabama) than were represented by the one hundred and twenty-one students in attendance on May 18th of the previous year.

We have endeavored to place the Normal School on a strictly professional basis (and we believe we have succeeded) that it may accomplish the specific results for which it was established. With the present requirements for admission, it is within the reach of all who will strive hard enough in the common schools to prepare themselves for entering. Yet it does not undertake to do the work which properly belongs to the public schools and can be done much cheaper by them.

The standard for admission now is low compared with that of many States, but is as high as the conditions in

Florida at present justify. This renders a comparatively long course of study (four years) imperative, in order for students who enter the lowest grade to acquire a respectable degree of scholarship and skill before graduation.

We would call attention to the fact that the instruction in Pedagogy, or the Theory and Practice of Teaching, as it is often called, is as thoroughly and systematically pursued by all our students as any other branch that we teach. We have no "irregular" nor "special" students. The purposes of the institution, as we understand them, make it necessary for the full course, both literary and professional, to be pursued by every one who attends, because our presumption is that all are preparing to teach.

Of the seventy-seven students enrolled last year, fifty-one per cent. of them held unexpired Florida certificates; the average previous experience of each student as teacher was 9.85 months; and their ages ranged from sixteen to thirty-three years, the average being nineteen and a half years.

In September 1897, at my request, the State Board of Education appointed Mr. W. L. Cawthon, a well-known business man, local treasurer to collect and account for all moneys paid for tuition, rent, etc. His receipts have been kept in my office and his reports to the Board of Education through me, have tallied with the same. Every cent due the Normal School for tuition, rent, breakage, etc., was collected and accounted for.

Finding that the school was not as well known as it should be, the faculty began the publication of an eight page quarterly paper, *The State Normal Messenger*, in March 1898, and has since maintained it without expense to the State. At least six thousand copies are now mailed regularly each March, June, September and December. Much other advertising has been done.

#### THE FACULTY.

The faculty of the Normal School is composed entirely of teachers who have not only had long experience in the school room, but who have been trained as professional teachers in some of the best normal schools in this country, thereby giving them peculiar fitness for their work.

#### THE COURSE OF STUDY.

The entire course of study covers a period of four years of eight months each. The branches taught embrace all



STATE NORMAL SCHOOL WEST VIEW.

those required for County or State Certificates, and a few others, besides the full professional course which begins with Page's Theory and Practice of Teaching in Class D, includes psychology and its application to educational problems, and ends with a practical study of the history of education, in the senior class. In the lower classes the common school branches are studied in a thoroughly comprehensive manner for the purpose of giving the prospective teachers something more than the ordinary knowledge of them.

#### BUILDINGS.

Our buildings, though not so costly as those of many older institutions, are in good condition, and are well arranged. The accompanying cuts give a fairly good idea of them. The location could not be more healthful.

#### EQUIPMENTS.

With only one line of work it is not necessary that the Normal School should have as much in the way of appliances as a university, with its many departments. However, for the single course which it proposes to give, it is fairly well equipped. It has charts for use in teaching all of the ordinary branches; also special ones for vocal music, penmanship, primary geography and physiology; good maps and globes, and a tellurian; files of newspapers and periodicals; reference books, atlases, ancient and modern; apparatus for illustrating the elementary principles of physics; a laboratory well equipped for the course in chemistry, and some zoological specimens.

For physical exercise indoors, dumb bells; for out-door exercise, a horizontal bar, trapeze and rings.

#### A RECOMMENDATION.

Aside from a liberal appropriation for ordinary purposes, I shall make only one recommendation, i. e., that the State provide one continuous free scholarship from each county, to be given for two years to the eligible applicant appointed by the County Superintendent and Board of Public Instruction.

There are many reasons which I will offer at the proper time for this recommendation, and I trust that the Legislature may adopt it.

The expense of maintaining such scholarships would be



YOUNG WOMAN'S DORMITORY—STATE NORMAL SCHOOL.



very small in comparison to the vast good they would accomplish. This would insure a thorough course of training to at least one of the best teachers in each county. Every two years these would return to their respective counties qualified for the duties of educational leadership, and sufficiently infused with the professional spirit for the entire State to feel the invigorating influences of the advanced educational thought for which this institution necessarily stands. Teaching rightly considered is a profession really more difficult than that of law or medicine. The malpractice is even more disastrous—alas, more common—but the effects being less understood are less appreciated by the public. That Florida needs a strong corps of well-equipped pioneers in this great work of uplifting the entire public school system is readily shown by the fact that of the 1,929 white teachers in the State in 1896 there were only 305, or about 15 per cent. who had received "some normal training." This "normal training," too, in most instances, no doubt referred to only a few weeks spent in a Teachers' Summer School.

Judging from the effects of such movements, both in this country and Europe, during the whole of this century, beginning with Pestalozzi, the professional teacher has been a teacher of teachers as well as of schools. Everywhere his superior zeal and clearer understanding of school problems have enabled him to extend his influence through a larger sphere than could the ordinary teacher. In my conversations and correspondence I have found an abundance of suitable material—young men and women of the worthiest type, possessing the desire, the ability, the energy—everything but the financial means of maintaining themselves here long enough at a time to properly qualify themselves. Let Florida lend a helping hand in the way of moderate scholarship assistance, and in a few years the happy results will be apparent throughout the entire State.

Respectfully submitted,

C. L. HAYES,

Principal.

## STATE NORMAL AND INDUSTRIAL COLLEGE FOR COLORED STUDENTS.

*Hon. Win. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Dear Sir:—

I beg leave to submit the following biennial report of the work and condition of The Florida State Normal and Industrial College for Colored Students, for the scholastic year 1897-98.

The material welfare of the institution has never been in better shape than during the year last past. All Departments under strong and competent hands, are held well in hand, and working to a harmonious whole. A friendly spirit of rivalry seems to inspire instructors with desire to achieve the highest results for the betterment of the charge committed to them.

To this end every healthy incentive which can quicken life and energy into the work, is invoked; newest plans and methods, suggested by scholarship and experience, are freely applied to obtain the best results in the shortest possible time. Impelled by such inspiring aims, scholars have done better work and have constantly sought to improve on the attainments of each preceding term.

While there has been no special addition to the curriculum, new adjuncts to studies, in keeping with the schedule of the course and the capacity of the students, have been injected into certain departments to round off the scholarship. A system of judicious grading, from Model School to Senior Normal, begins to show its marked effect in the facility with which pupils acquire, and teachers impart, instruction.

Theories in teaching have been daily illustrated in the higher undergraduate classes, while a practical application of them in the Training Department forms a part of the routine work of the Junior and Senior Normal Classes.

### INDUSTRIAL DEPARTMENT.

The Industrial Annexes made a decided advancement on previous years. Owing to the unusual drouth our experiment and agricultural efforts were, in part, failures; and while this is quite so of corn, our oats and rye were perhaps unequaled in this county. The horticultural work this

year more than makes amends for last year's loss, as the garden is simply a marvel of vegetable excellence.

The Department of Domestic Economy graduated thirteen girls whose diplomas were awarded them by His Excellency, the Governor. Samples of their mastery in the culinary art, and in the different grades of needle work, were placed under the inspection of His Excellency and the gentlemen in his train. About six will complete the same course the present year.

#### MECHANICAL DEPARTMENT.

The Mechanical Department has been, and is in a most satisfactory condition. Under the supervision of the teacher in that branch of industry, eight young men, the most of whom, so far as I am aware, had only had the benefit of the training in the mechanical hall, constructed a two-story sixteen room addition to the Boys' Dormitory at a cost of \$956.05 for material alone. To a layman, the work is not only attractive but creditable, and had it been performed by a contractor and builder, the house would have cost considerable more. This practical feature of the department is a fair test of the thoroughness which underlies the training in the elements of whatever is taught. While the school does not pretend to teach trades, as such, the knowledge of fundamental principles in the possession of an educated mind can evolve wondrous results.

Our students are sent forth primarily to be masters in the school room; but if either from inclination or otherwise they should choose to earn a livelihood in other than an intellectual pursuit, they will be assured of a reasonable success.

A remarkable interest in education has been awakened among the colored people of the state, induced in large part by report of the good work being done in this institution.

#### ENTIRE EXPENSE FOR SCHOLASTIC YEAR.

The very moderate expense of seventy-three (\$73) dollars, covering every reasonable item of expenditure, such as board, room, fuel, light and washing for boys, and, excepting the latter, the same for girls; a knowledge of the rigid, but kindly training in morals and other features of a well-ordered life—all these have begotten a regard for the institution far beyond its facilities to meet the demands of the race seeking to avail itself of the opportunities presented for

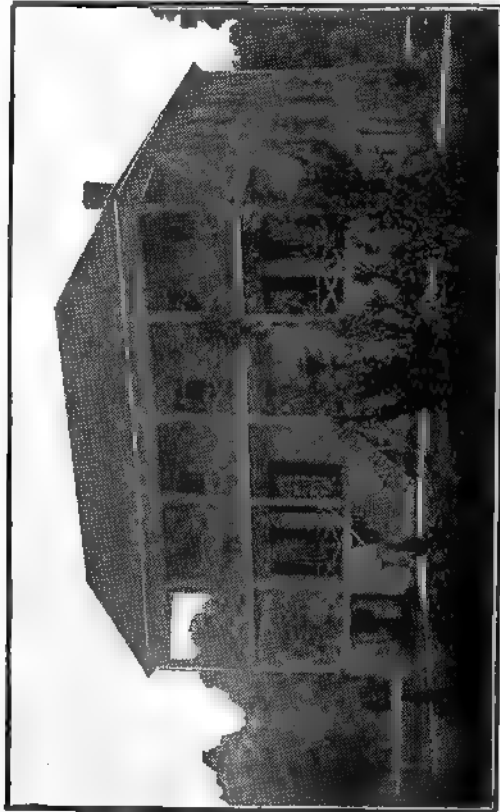


GIRLS' DORMITORY—STATE NORMAL COLLEGE FOR COLORED STUDENTS.

education. Calls for catalogues and information relative to the school have been a heavy draught on our time and postage, and yet there is no end to the piteous appeal of parents to send their children to, and earnest young people to enter, the institution.

**EQUIPMENT WHOLLY INADEQUATE.**

The serious thought is, can the State see its way clear to justify it to invest enough in this institution so as to broadly



RECITATION HALL.

equip it to meet the pressing demand on its usefulness. Instead of providing for only two-hundred odd youth, the number enrolled last session, would it not be better economy to

nish means and appliances for three or four hundred children, since on their part, the parents are willing to make the necessary sacrifice to give the State an intelligent and desirable class of citizens? Five or six thousand dollars yearly is a safe safeguard for the public peace, tranquillity and general welfare. These are simple hints I venture to set forth.



COOKING SCHOOL-- STATE NORMAL COLLEGE.

are the powers that be, and especially before those who command the contents of the strong box of the State. May our patriotism be strong enough to rise to the necessity of occasion!

The Girls' Dormitory needs to be completed. At this time, about sixty are packed into this building which was needed, on completion, to contain only forty-five.

We need a cottage as annex to the Girl's Hall, to be used for the sick and the overflow of numbers.

The following is the roll of the institution by courses:

#### LITERARY.

	Males	Females	Total
Normal Department.....	1	1	2
Preparatory Department.....	3	14	17
Academic Department.....	36	75	111
Intermediate Department.....	12	29	41
Model School.....	16	31	47
Total Enrollment.....	68	150	218

#### INDUSTRIAL COURSE.

Agricultural Department.....	16		16
Mechanical Department.....	15		15
Dairying Department.....	5	51	56
Printing Department.....	3		3
Domestic Science Department.....		57	57
Totals.....	39	108	147

Twenty nine counties were represented. One hundred and fifteen students came from Leon, the remaining one hundred and three from the other counties, excepting one from Washington, D. C.

#### FINANCIAL—RECEIPTS.

Balance on hand, July 1, 1896.....	\$ 1,188.08
From Morrill Bill Fund, July 9, 1896.....	11,000.00
From Morrill Bill Fund, July 19, 1897.....	11,500.00

Total.....	\$23,688.08
State Appropriation in 1897.....	5,000.00

Grand total.....	\$28,688.08
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#### Expenditures of State Appropriation.

Purchase of 57 acres of land.....	\$2,200.00
Rent of above for 3½ years previous.....	399.00
Material for addition to Boys' Dormitory.....	956.05
Annex to Recitation Hall (part payment).....	600.00
Insurance of property.....	530.00
Balance on hand, July 1, 1898.....	314.95

Total.....	\$5,000.00
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## MORRILL BILL FUND —EXPENDITURES.

Salaries and incidental expenses for 1896-97.....	\$11,754.68
Salaries and incidental expenses for 1897-98.....	11,828.65
Balance on hand, July 1, 1898.....	104.75
Total.....	<u>\$23,688.08</u>

I cannot close this report without a mournful reference to the passing away of my late associate and first assistant, Prof. T. V. Gibbs. In many respects, he was a man of rare qualities. Faithful to duty, indefatigable in work and loyal to the best interests of the race with which he was identified; he consecrated his best energies to the welfare of the institution in which he held so conspicuous a position.

Respectfully submitted,

T. De S. Tucker,  
President.

## INSTITUTE FOR THE DEAF AND THE BLIND.

*Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Dear Sir—I herewith present a report of the Institute for the Blind, Deaf and Dumb for the two years beginning July 1, 1896, and ending June 30, 1898.

My connection with the Institute began in February, 1897, when I was elected to fill the place of my lamented predecessor Mr. H. N. Felkel, who died February 11, 1897.

I found the following corps of teachers:

Teacher of Articulation, Miss Mesa Barnes.

Teacher of Deaf, Miss F. Burr Way.

Teacher of Printing, Alfred L. Kent.

Teacher of Carpentry, Lorenzo G. Thompson.

Teacher of Blind Pupils, Miss Mary P. Holland.

Negro Department, Miss Florida M. Walker, Teacher.

### ENROLLMENT FOR THE SCHOLASTIC YEAR 1896-97.

#### White.

	Males.	Females.	Total.
Deaf Pupils. ....	18	16	34
Blind Pupils....	4	3	7
Total White.....			<u>41</u>



## Negro.

	Males.	Females.	Total.
Deaf Pupils.....	4	7	11
Blind Pupils ...	..	1	1
Total Negro....			12

The total enrollment of both races, 53.

During the year preceding my taking charge in February, one died and four withdrew, making an attendance of 48 at the close of the year.

## ATTENDANCE BY COUNTIES.

Alachua....	8
Baker....	1
Brevard....	5
Columbia....	4
Dade....	5
DeSoto....	2
Duval....	1
Escambia....	1
Gadsden....	2
Hillsboro....	3
Holmes....	2
Jackson....	3
Jefferson....	1
Marion....	2
Nassau....	1
Orange....	2
Osceola....	1
Polk....	1
Santa Rosa....	1
St. Johns....	3
Suwannee....	1
Volusia....	1
Washington....	1

Total 53 from 23 counties.

## SUMMARY OF EXPENSES

For the Year Beginning July 1, 1896, and Ending June 30, 1897.

	Salaries.	Supplies.
1896 July ...	\$ 130.00	\$ 153.22
" August .....	130.00	106.00
" September....	160.00	181.43



INSTITUTE FOR THE DEAF AND THE BLIND.

"	October...	492.75	476.74
"	November...	492.75	376.69
"	December...	492.75	497.70
1897	January...	492.75	435.05
"	February...	492.75	397.57
"	March...	492.75	418.14
"	April...	492.75	429.95
"	May...	492.75	518.21
"	June...	144.00	68.24
Total...		\$4,506.00	\$4,058.94
Grand total...			8,564.94

Amount of annual appropriation by the State, \$10,000.00.

Balance, \$1,435.00.

The above balance by act of the Legislature of 1897 reverted to the State.

In the year 1897 and '98 the following teachers were employed:

Miss Candace A. Yendes, Teacher of Articulation and Primary Department.

Harry Reed, Teacher of Intermediate Department.

Miss Susie C. Tillinghast, Teacher of Grammar Department.

The other teachers remaining the same.

By the employment of a third teacher for deaf pupils, we were able to do much more satisfactory work, the pupils being better graded.

In May, 1898, we had our first commencement exercises, graduating two pupils; A. W. Pope, of Miami, and Miss Cora Carlton, of Island Grove.

The former is a most excellent printer and soon obtained employment in one of the city printing offices, afterwards going to Jacksonville to fill a more lucrative position, while the latter had also found employment here in St. Augustine.

I mention this because it shows the practical benefit of this grand institution in preparing those who are deprived of the use of some of their faculties, for lives of usefulness.

## ENROLLMENT FOR THE YEAR 1897-98.

## White.

	Males.	Females.	Total
Deaf Pupils...	15	18	33
Blind Pupils...	5	4	9
Total White...			42

## Negro.

	Males.	Females.	Total
Deaf Pupils...	9	9	18
Blind Pupils...	1	1	2
Total Negro...			20

A total enrollment of 62, an increase of 9 over the previous year.

The additional counties represented were Lake, Monroe, Pasco and Putnam.

## SUMMARY OF EXPENSES 1897-98.

	Salaries.	Supplies.
1897 July...	\$ 140.00	\$ 63.45
" August...	152.50	174.37
" September...	179.00	246.00
" September, purchase of land ..		200.00
" October...	551.00	660.04
" November...	552.00	365.75
" December...	555.00	404.05
1898 January...	557.00	363.38
" February...	557.00	355.57
" March...	557.00	352.69
" April...	557.00	370.72
" May...	556.50	448.91
" June...	174.50	122.14
	\$5,088.50	\$4,126.07

The expenses for June, 1897, were paid out of appropriation for 1897-98, so the account stands thus:

June salaries...	\$144.00
Supplies .....	67.61

Total...	\$211.61
For year 1897-98...	\$9,214.57

Total.....	9,426.18
Appropriation, \$10,000.00.	

Balance on hand June 30, 1898.....	\$573.82
Money received from pupils for board.....	43.00

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Total balance on hand... ..\$611.82

The health of the pupils has been remarkably good and the teachers are doing their work faithfully.

Five acres of land have been purchased on the east of the Institute grounds running to Hospital River, which gives us abundance of room.

A number of minor improvements have been made which add to our comfort and convenience.

The increasing attendance, as the Institute becomes better known and its benefits realized, will necessitate an increased appropriation by the Legislature, as an annual income of \$10,000 will fail to meet the necessary outlay.

The balance shown above was obtained by close economy during the year for necessary improvements to be made during the vacation.

I think the following deserves a place in this report. Mr. Felkel was a man widely known throughout the State and universally respected. He had been connected with the Institute since June, 1893:

#### IN MEMORIAM.

On February 11, 1897, Prof. H. N. Felkel passed away to his final reward after an illness of several weeks. Prof. Felkel was a man of scholarly attainments, deep piety, and was ever most conscientious in the discharge of his duties. Though unfamiliar with the methods of teaching the deaf on his appointment, he at once proceeded to fit himself for his work and the school suffered no loss under his superintendency. He had had large experience as an educator, having been Superintendent of Schools of Leon County, Principal of the Public School at Tallahassee, and of the State Normal School at DeFuniak.

His inventive genius was seen in the Tellurian invented by him which found a ready sale wherever it was known; his taste for literature was shown in the volume of poems he wrote entitled, "Pictures Amid Palms and Pitcher Plants." His death was a loss to the State at large, and deep was the regret at his departure.

Respectfully submitted,

Frederick Pasco,  
Superintendent.

## SOUTH FLORIDA MILITARY AND EDUCATIONAL INSTITUTE.

*Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.*

Dear Sir—In accordance with instructions, I have the honor to submit the following report of the condition and work of this institution for the two years beginning July 1, 1896, and ending June 30, 1898.

In my last report, which covered the first year's existence of the institution under State control, a full description of the buildings, grounds and equipment was given; and I therefore deem it unnecessary to repeat it here, and thus consume more than my allotted share of space in your bi-ennial report. The buildings have been kept in good repair from the State appropriation and receipts from other sources, and such improvements, especially in equipment, as our means have justified, have been made from time to time. We now have a Chemical Laboratory, built up little by little, which is sufficient for the ordinary purposes of instruction in that important branch. The physical and mechanical department, however, is still deficient in some respects.

### COURSE OF STUDY.

The course of studies which is almost identical with that of the State military institutions of the older States, has been gradually extended during the last two years, until it now embraces about all that is contained in the curriculum of those institutions. After the present session, Latin will also be included as a part of the regular course, instead of being left as an optional study, as has been the case heretofore. The "History of Florida" has also been introduced the present year, and will be continued as a part of the course until its general introduction into the public schools of the State, shall enable us to include it among the subjects for the entrance examinations to this institution.

### DISCIPLINE AND WORK.

The strict enforcement of military discipline has each year more fully demonstrated its value as an aid to mental discipline, and has produced among the cadets habits of systematic attention to studies which, I am sure, are not excelled in any of our other institutions of learning. As an

evidence of the efficient work of the institution, I may refer to the fact that most of its former students, not only those who have graduated, but others who only partially completed the course, are now doing efficient work as teachers in various parts of the State. Others who joined the volunteer forces during the late war, have demonstrated their capacity as soldiers by rising steadily from the time of their enlistment—every one having held commissions or appointments as warrant officers.

#### ATTENDANCE.

As stated in my last report, "the attendance of day pupils has not been encouraged, as the existence of two distinct classes of cadets in a military institution, one having necessarily much more liberty than the other, tends to relax discipline and to defeat one of the chief objects of the institution itself. During the session of 1896-7, from September 15, 1896, to June 3, 1897, the average number of cadets in barracks was forty-one, with an attendance of three day pupils. The graduates of that year numbered five. For the session of 1897-8, from September 15, 1897, to June 2, 1898, the average number in barracks was fifty, with no day pupils. The graduating class of that year numbered fifteen.

#### FACULTY.

There has been no change in the faculty since the establishment of the institution, its composition being as follows:

Gen. E. M. Law, Superintendent; Prof. Belles Lettres, Civics and Elocution.

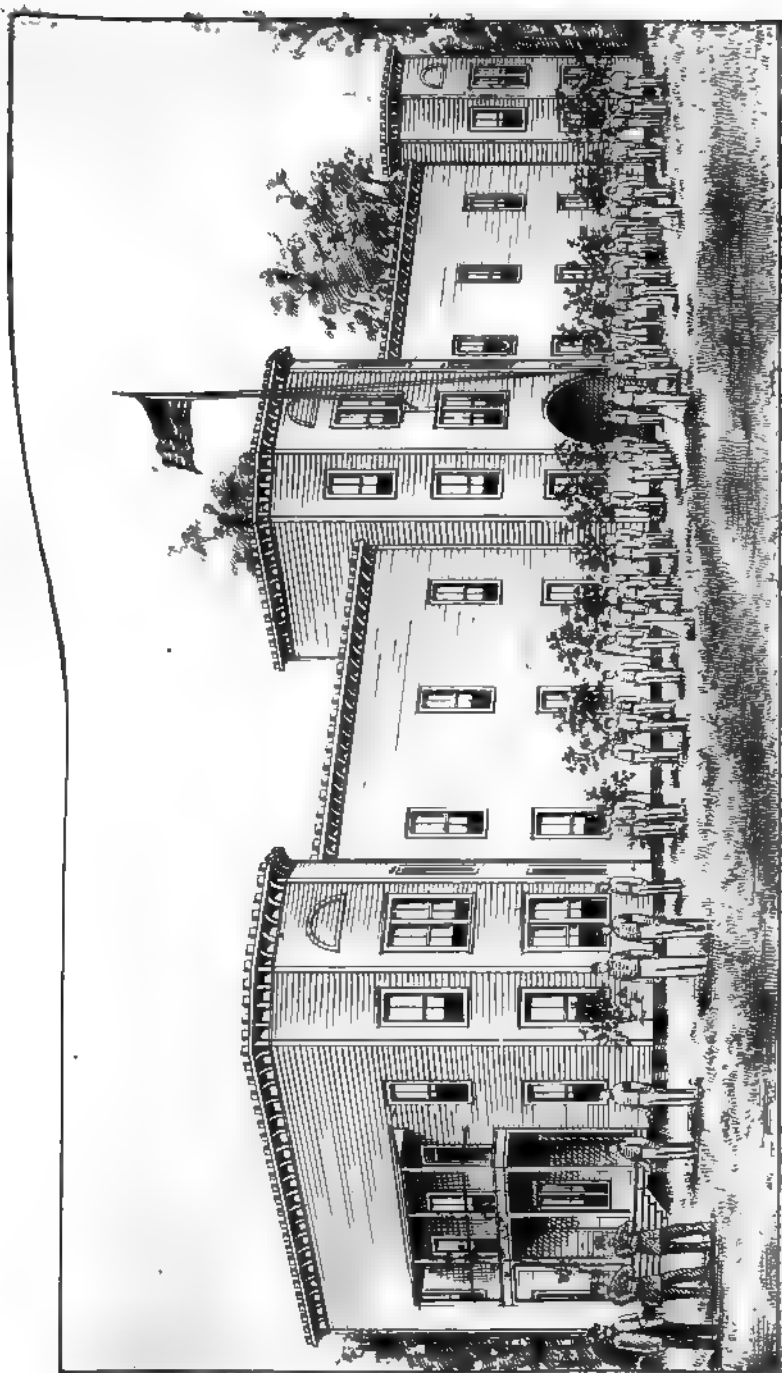
E. M. Law, Jr., Professor Chemistry and Engineering.

W. L. Law, Commandant of Cadets and Professor Mathematics.

Thos. W. Gary, Professor English and Physics.

All of the Professors board in the institution and exercise constant supervision of the cadets.

It is due the members of the faculty that I should express my entire satisfaction with the manner in which their duties have been performed. When the institution was in its infancy and almost without equipment of any kind, they worked zealously and unflaggingly to build it up, and cheerfully submitted to the reduction of their expected salaries to supply the necessities of the institution. The cadets, too,



SOUTH FLORIDA MILITARY INSTITUTE;



have been amenable to discipline, and as a rule, excellent students. As an example of the quality of work being done by them, I take the liberty of stating here, that at the close of our last session, a number of examination papers by our class in "Analytic Geometry" were submitted to Prof. Nichols, of the Virginia Military Institute, author of the text used by the class, and who himself prepared sixty questions covering the entire subject. After an examination of the papers, he wrote as follows:

Virginia Military Institute,  
Lexington, Va., August 28, 1898.

Maj. W. L. Law, S. F. M. I.—The papers and your letter reached me safely. The papers were highly creditable to both instructor and students. It is rarely that I get anything as good here, except from the highest men in the class, and not always from them. I congratulate your students, and yourself particularly, as the papers show painstaking labor on your part.

Yours very truly,  
E. W. Nichols.

(Signed.)

The institution is still in want of some things which would contribute much to its usefulness and to the benefit of the students, such as an enlargement of the physical laboratory, a workshop and several sets of carpenters' and metal workers' tools, etc., which the stockholders find themselves unable to furnish, and which would require but little assistance on the part of the State to supply.

In referring to the financial statements which are submitted herewith, I beg to call attention to the fact that the expenses of our session practically cover thirty-seven full weeks. The period of regular study covering nine school months, and many of the cadets being unable to bear the expense of going to their home during the Christmas holidays, are maintained here without charge to them.

#### FINANCIAL STATEMENT

For School Year Ending June 30, 1897.

#### Receipts.

From State appropriation . . . . .	\$6,400.00
From pay cadets . . . . .	1,123.99
	<hr/>
Total . . . . .	\$7,523.99

## Expenditures.

For maintenance of cadets, including board, lodging, washing, lights, fuel, text-books and use of arms and equipment. . . . .	\$5,075.27
Amount paid salaries of professors. . . . .	2,448.72
Total. . . . .	<u>\$7,523.99</u>

For School Year Ending June 30, 1898.

## Receipts.

From State appropriation . . . . .	\$9,000.00
From pay cadets. . . . .	600.00
Total. . . . .	<u>\$9,600.00</u>

## Expenditures.

For maintenance of fifty cadets, including board, lodging, washing, lights, fuel, text-books and use of arms and equipments . . . . .	\$5,526.59
Paid salaries of professors. . . . .	4,073.41
Total. . . . .	<u>\$9,600.00</u>

Thanking the State Board of Education and yourself, as its Secretary, for uniform courtesy and kindness in all our relations, I am

Yours very truly,

E. M. Law,  
Superintendent.



## CHAPTER VIII.

### **Church and Private Schools of High Grade.**

An invitation was extended to all the church and private schools in the State, assuming to do educational work of high grade, to furnish one or more cuts of their buildings and sketches of their schools, setting forth their origin, aim, degree of development, attendance and such kindred facts as would likely be of interest to the public and redound to the welfare of their school.

A State educational report, in its broadest conception, calls for an accurate presentation of all the educational facilities and advantages offered, and for a proper recognition of all agencies contributing to intellectual and moral elevation. It is but an act of justice extended to such institutions that space be tendered them. The management of all these schools, with few exceptions, have cheerfully furnished the data for this chapter and have expressed gratitude for the privilege.

It is doubtful if one can be found who will question the propriety of according such recognition in a public document purporting to report only the work of schools sustained at public expense. Those in official capacity can make no discrimination in church organizations, hence space is given to all of the following reports with pleasure; it is noted with regret that one or two institutions of learning, ranking equally with the rest, have not availed themselves of the privilege of advertising their work and of helping to augment the creditable exhibit made by the State in the number and character of its educational institutions.

The church and private schools have been potent factors in creating the healthy sentiment now all-pervading within the bounds of the State, and they have assisted mightily in lifting public education to its present enviable rank. So far from desiring to obstruct their progress, or hoping to witness the waning of these schools in number and influence, the cause of public education can well afford to encourage their multiplication in numbers and their

growth in influence, so long as their standard is so high and their agency so salutary and beneficial as at present.

Now follows a brief account of such of these schools as accepted notice in this report:

## JOHN B. STETSON UNIVERSITY.

### FACULTY.

John F. Forbes, A. M., Ph. D.,  
President of the University—Professor of Philosophy and  
Pedagogy.

G. Prentice Carson, A. M.,  
Professor of Physical and Political Science—Secretary of  
the Faculty.

Warren S. Gordis, A. M.,  
Professor of Latin—Librarian.

Charles S. Farriss, A. B.,  
Professor of Greek.

J. F. Baerecke, Ph. D.,  
Professor of Biology and Physiology.

James S. Gorsline, Ph. B.,  
Professor of Mathematics.

Joseph P. Kalbfus, B. A.,  
Acting Professor of Latin.

Vida Z. Baerecke, M. D.,  
Acting Professor of Biology and Physiology—Women's  
Physician.

.....  
†Professor of English.

William A. Sharp,  
Director of the School of Art.

William W. Fry,  
Director of the Business College.

Charles H. Lewis, B. S.,  
Director of the School of Music—Instructor in Organ and  
Piano.

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†To be elected.

Harriet C. May, A. B.,  
Director of the Practice School.

Helen H. Harriman,  
Lady Principal—Instructor in German and Spanish.

Anna W. Brown,  
Instructor in English, Elocution and Physical Culture.

Madame E. H. Senegas,  
Instructor in French.

Clifford B. Rosa,  
Instructor in Military Tactics.

Mrs. W. A. Sharp,  
Instructor in Violin Music.

Clayton D. Walworth, Mus. Doc.,  
Instructor in Vocal Music.

Mrs. C. S. Farriss,  
Instructor in Piano Music.

Carolyn Palmer,  
Assistant Librarian.

Elizabeth J. Longwell,  
Assistant in Practice School.

Isabel McKinney,  
Assistant in Practice School.

Gilda H. Voorhis,  
Assistant in Piano Music.

Robert B. Tudor,  
Assistant in Business College.

Edith May,  
Assistant in Practice School.

Mary Louise Swift,  
Assistant in Business College.

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R. H. Gillen, M. D.,  
University Physician.

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Mrs. Frank Gregory,  
Stewardess.

John B. Stetson University received its charter from the State of Florida in 1887, and from its earliest years its growth has been marked and healthful. The founders believed that there was a demand in this State for a Christian School that would offer to both young men and women a collegiate training equal in breadth and thoroughness to the best given in the country. From the beginning to the present time this belief has controlled the policy of the institution.

In all the departments the instructors are Christian men and women who are specialists in the respective subjects which they teach. They are in most cases graduates of institutions of national reputation. Several have pursued post graduate courses in American or European Universities.

The University was founded in the interests of the young people of the State of Florida. It was also believed that such an institution would meet the needs of the young men and women who on account of their own health or that of their friends are attracted South by our genial winter climate. Reference to the student list will show how generally the various counties of Florida and the different States of the Union are represented.

#### EQUIPMENT.

The University owns a campus of twenty-two acres, situated on high ground, about one-half mile from the center of the City of DeLand. Upon this campus are grouped massive and beautiful buildings containing a well selected and rapidly growing Library, an extensive and splendidly classified Museum, and Chemical, Physical, Biological and Bacteriological Laboratories. All buildings are heated by steam generated by three large boilers in a centrally located building, and in our coolest weather no difficulty has been experienced in keeping about 150 rooms comfortably warm.

Each building is lighted by electricity and furnished with automatic electric signals to indicate the time for the change of classes. There is an abundant supply of pure water which is pumped directly from an artesian well to a large tank in the tower of Elizabeth Hall, from which it is distributed by underground pipes to the other buildings wherever needed. A system of sewerage approved by sanitary experts is in operation.

Nor have athletics been forgotten in this material



ELIZABETH HALL--STETSON UNIVERSITY.



equipment. Clay and shell tennis courts have been constructed and a fine five-acre field suitable for baseball, football and other sports has been provided. Around this field a one-quarter mile bicycle track has been laid out, graded and paved with DeLeon shell.

There are also in and around DeLand miles of hard smooth shell pavement which is unsurpassed for bicycle riding.

John B. Stetson University, as now organized, includes the College of Liberal Arts, the Academy, the Practice School, the Normal School, the School of Art, the School of Music and the Business College.

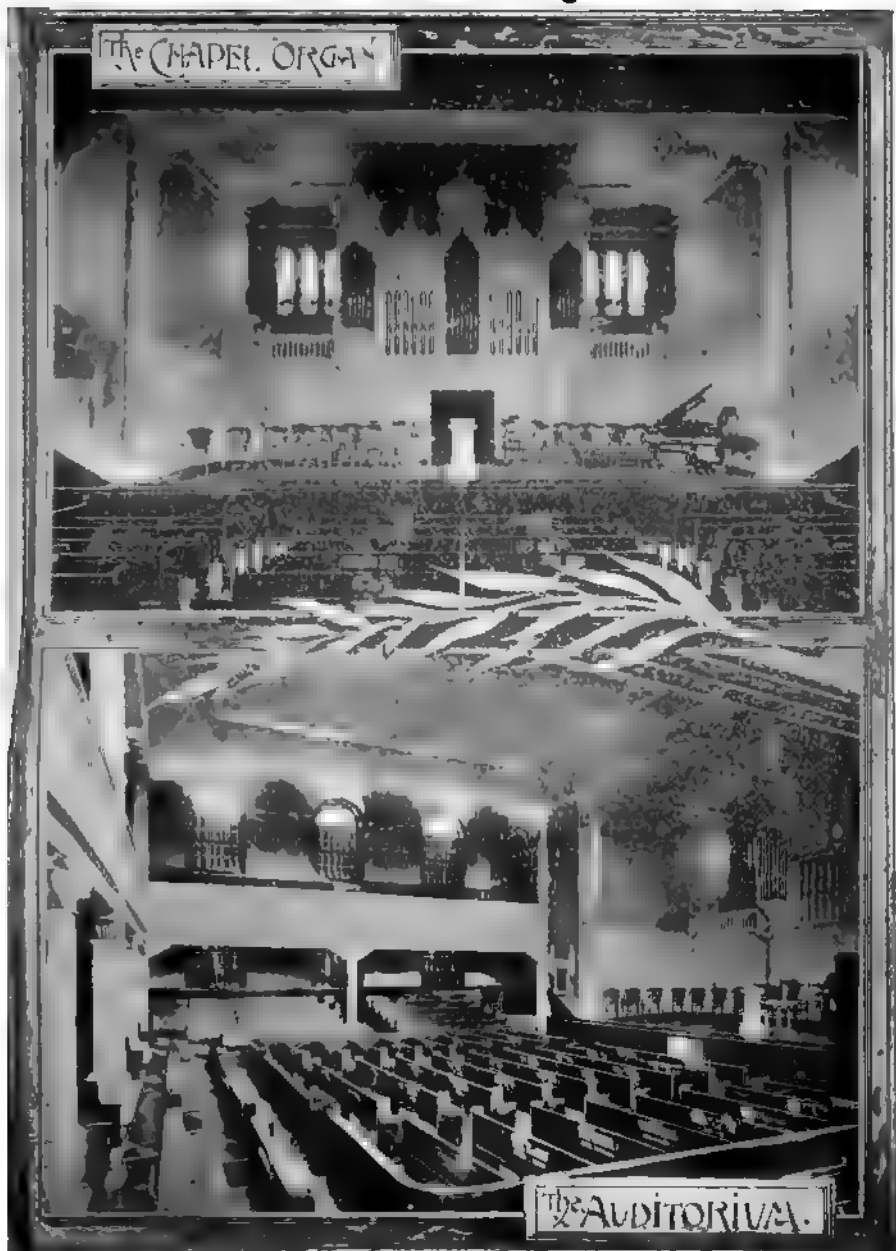
#### THE COLLEGE OF LIBERAL ARTS.

During the early years of the institution nearly all the students were of Academic and Grammar School grade, but during the last few years there has been a most gratifying increase in the number of those who have entered the College Department. During the year 1893-94 only five College students were reported, in 1894-95 eleven, in 1895-96 sixteen, in 1896-97 nineteen, in 1897-98 twenty-one, while for the present year 1898-99 the College registration will be nearly forty.

The constant aim has been to build up a thoroughly high grade College equal in thoroughness to our best American institutions. The requirements for admission are practically the same as those required for matriculation in the leading New England colleges, certain work is required of all in those departments of knowledge of which no college graduate can afford to be entirely ignorant. At the same time a large number of electives are formed in the curriculum so that especially in the latter two years of the course the work of each student can to a considerable extent be determined by his individual tastes and needs. The number of these electives is constantly increasing and thus the work of the College is being broadened.

#### THE ACADEMY.

The Academy is intended to provide a thorough secondary education. The work of the Practice School or its equivalent is required for admission. All its courses require four years for completion. There are now offered the Classical, Latin Scientific and General course. The Classical and Latin Scientific lead to corresponding courses in the College of Liberal Arts. A student completing either



STETSON UNIVERSITY.

of these courses is prepared to enter the Freshmen class of almost any American college. The Classical course requires four years of Latin, three years of Greek, nearly three years of Mathematics, nearly four years of English, a year of General History, a year of Science and twelve weeks instruction in the English Bible. The Latin Scientific course substitutes for the three years of Greek two years of modern languages and one year of Political Science.

The General course is offered for those who feel that their education must close with the Academy. It provides for either two years Latin, French, German or Spanish, three years of Mathematics, nearly four years of English, twelve weeks in the English Bible, one year of General History, one year in Mental and Moral Science, nearly two years in Natural Science, one year in Political Science, and two years of Physical Science.

#### THE PRACTICE SCHOOL.

This includes the Primary Department and Grammar School. Eight years of work are offered corresponding to the eight grades of the graded public schools. Each Normal student will have the opportunity of teaching in the Practice School under expert direction and criticism.

#### THE NORMAL SCHOOL.

This department of the University is intended for those who are definitely preparing to teach in the public schools. The requirements for admission are the same as those of the Academy. The course extends through four years, and is so varied as to contain all subjects included in examinations for State teachers' certificates. During the last two years each Normal student will be required to teach one class a day under the supervision of the Director of the Practice School. It is believed that this combination of the Normal and Practice Schools offers unsurpassed opportunities to those who desire to fit themselves for the higher order of public school work.

#### THE SPRING TERM AND PUBLIC SCHOOL TEACHERS.

Every effort is made on the part of the University to be of service to those public school teachers who after the close of their winter schools can attend the Normal School for the Spring term. Special classes for teachers are then

organized in most of the subjects taught in the public schools.

#### THE ART SCHOL.

The art work is in charge of an expert whose paintings regularly have a place in Metropolitan exhibitions, and many of the official drawings of the World's Fair buildings at Chicago were executed by him.

#### THE SCHOOL OF MUSIC.

The School of Music is under the charge of a director who is assisted by able teachers in the different lines of musical instruction, comprising Piano, Voice Culture, Solo and Ensemble singing, Organ, Violin, Mandolin, Banjo, Guitar, Harmony and Theory.

#### THE BUSINESS COLLEGE.

In this department practical courses are offered in Bookkeeping, Shorthand, Banking, Auditing, Penmanship and Spanish. Students are trained in actual business and transact business with each other and with the Stetson Business College Bank, the Emporium, DeLand Commission Company, Commercial Exchange, Freight Office and Postoffice.

#### THE SAMPSON LIBRARY.

Through the liberality of the late Mr. C. T. Sampson, of Washington, D. C., the University now has a magnificent library of nearly 9,000 volumes. Mr. Sampson among other legacies to the University left \$20,000, the income of which is used for the library. A prominent feature of the library is the collection of bound periodical literature which includes, virtually, complete sets of the leading American and English magazines and reviews.

#### RECENT ADDITIONS TO BUILDINGS AND ENDOWMENTS.

We have the pleasure of stating that since our last report Mr. J. B. Stetson has erected the two wings of Elizabeth Hall, thus completing the buildings as originally designed. These wings are each three stories high and forty-five by ninety feet, and contain a superb Chapel, capable of seating nine hundred persons, a Library accommodating 40,000 volumes, together with ample Biological, Chemical and Physical Laboratories.

On Presentation Day, February, 1898, Mrs. Julia Heath presented to the University as a memorial to her husband, the late Mr. Monroe Heath, of Chicago, a comprehensive, well arranged museum of Natural History prepared by the well known "Ward Natural Science Establishment," of Rochester, N. Y. On the same day announcement was made that the valuable addition of \$100,000 had been made to the Endowment Fund, thus increasing the total productive funds of the University to over \$200,000.

A glance at the University register will show that these efforts to afford the young people of Florida and elsewhere an opportunity to secure in our own State the best intellectual training are meeting with gratifying success. During the scholastic year 1896-97, the total enrollment was 174, in 1897-98, 241; while for the present year, 1898-99, there are already 230 students in actual attendance and it is confidently expected this number will be increased to 275 before the close of the year.

John F. Forbes,  
President.

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## ROLLINS COLLEGE.

Rollins College for the two years ending June, 1898, has had unusual prosperity. The number of students has increased steadily, there have been several additions to the faculty, and a considerable number of new courses of instruction have been offered. New books have been added to the Library, and the Scientific Department has received new chemicals and physical apparatus. The former high record of healthfulness has been maintained, a fact due largely to the elevation of the land on which the College is situated and to careful sanitation. And, finally, Rollins now has a bright financial outlook.

### FACULTY.

Rollins College excels in the quality and range of instruction offered. The members of its faculty have received their training in the best American and European institutions of learning. Rev. Geo. M. Ward, President and Professor of Law and Economics, is a graduate of Dartmouth College, Boston University Law School, and Andover Theological Seminary, and has done work at Harvard and Johns Hopkins. Rev. Oliver C. Morse, Vice-



ROLLINS COLLEGE BUILDINGS.

President, is a graduate of Philips-Andover Academy, Yale College, and Union Seminary, and has spent several years in study at Leipsic and other German universities. Mr. E. C. Hills, Dean of the faculty and Professor of Modern Languages, is a graduate of Cornell University, and held a post graduate fellowship in the Romance Languages at the same institution. He also spent one year at the Sorbonne, Paris, France, and a considerable time among the Cubans. Mr. John H. Ford, Professor of Greek, graduated from Oberlin College, and was a member of the faculty of St. Mary's, Knoxville, Ill., before coming to Rollins. Mr. Thomas R. Baker, Professor of Natural Sciences, has received degrees at the State Normal School, Millersville, Pa., and at Gottingen, Germany. Dr. Baker was for six years Professor in the Pennsylvania State College. Miss Susan A. Longwell, Professor of English, received her preparation at Genesee Seminary, New York, and in Europe, and was formerly Professor of English at Smith College. Miss Frances E. Lord, Professor of Latin, was at one time instructor in Latin and Greek at Vassar, and later Professor of Latin at Wellesley.

Mrs. Caroline A. Abott, director of Years I and II of the Preparatory School, received her diploma from the Boston Normal and Training School. Miss Alice Guild, Director of the Art School, is a graduate of the Boston Normal Art School. Miss Anita Bibbins, Director of the School of Music, is a graduate of the New England Conservatory, and has studied in San Francisco, Chicago, and Paris. Miss Clara L. Guild, Instructor in the Grammar School, Miss Ruth C. Ford, Instructor in Mathematics, and Miss Mary S. Piper, Instructor in Normal Work, are graduates of Rollins. Miss Emily G. Pelton, Instructor in Physical Culture, has studied at Oberlin and the Turnschule, Dresden, Germany. Miss Laura M. Walker, Instructor in Music, received her training at Rollins and Oberlin. Mr. Robert Benedict, Instructor in Normal Work, studied at Rollins and the University of the South. Mr. Louis A. Lyman, Instructor in Stenography and Typewriting, is a graduate of the Eastman Business College, Poughkeepsie, N. Y. Mr. Robert V. Clark, Instructor in Bookkeeping, is a graduate of the Business Department of the Adrian (Mich.) High School.

## STUDENTS.

The students at Rollins College are industrious and intelligent and ever eager to obtain a thorough education. That the quality of instruction offered by the College is appreciated throughout Florida is proved by the steady increase in attendance from year to year. During 1897-98 the student-body represented; as to birthplace, 33 States and 5 foreign countries; as to residence, 16 States and 1 foreign country. While only 43 of the students were born in Florida, 145 had their permanent residence in the State. The statistics for 1898-99 will be proportionately the same.

In the education of the Cuban youth Rollins College easily takes the lead. The first Cubans, two in number, were admitted in 1896-97; in 1897-98 15 entered, and at the beginning of the present year 18 were in attendance, making a total of 22 after deducting names repeated. Of these two were young women. The chief object of the Cubans in entering an American college is to learn English. Of those at Rollins 14 knew no English upon entering, 6 had a slight acquaintance with the language, and two spoke both English and Spanish well. Special classes have been formed to meet the needs of the Cuban students, and every effort is made to teach them English quickly and thoroughly. As a rule they are able after the first year to enter some of the regular classes. The presence of the Cubans has had the effect of stimulating the study of Spanish on the part of the Americans, so that the classes in Spanish are larger than those in French or German. It should be added that the Cubans have been uniformly studious and well behaved.

## COLLEGE.

Rollins, as an institution of learning, includes a College, a Preparatory School, a School of Music, an Art School, Business Courses, and a Normal Course. The courses of instruction offered by the College are arranged to meet the educational needs of young men and women, whether, they take a full course of study leading to the degree of Bachelor of Arts, or do only special work. As a limited elective system has been adopted in the College, great stress is laid on special work, and no one is admitted to the degree, who has not devoted a considerable part of his undergraduate work to some special field. This rule is enforced in the belief that inasmuch as the primary object



Of education is the acquirement of habits of thorough, systematic mental work, it is better to know a few subjects well than to acquire a smattering of many.

Applicants for admission to the College must give proof, by examinations or duly attested certificates of having completed satisfactorily a course of study equivalent to that of the Rollins Preparatory School. Students entering

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LYMAN GYMNASIUM - ROLLINS COLLEGE.

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on certificates other than that of the Rollins Preparatory School are received only provisionally, and their standing will depend on the quality of their work.

**REQUIRED WORK.**

The requirements for the degree of Bachelor of Arts cover four years' work. At least one full course (five times

a week throughout the year) in each of the following subjects, amounting in all to two years' work, is required of all candidates for the degree: Moral and Political Sciences, English, History, Modern Languages, Natural Sciences and Mathematics. The courses to be taken in Moral and Political Sciences, English, History and Mathematics are prescribed by the College Faculty. In the Modern Languages and Natural Sciences the selection of courses depends upon the subjects presented for admission. Thus, if the student enters without presenting German, he may elect the first year's work in that language; but if he present one year's work in German and elects German in the College he must take an advanced course.

#### ELECTIVE WORK.

The remaining work is elective, but the student is expected to take at least one-half of his electives in one, or at the most two, departments of instruction under the direction and supervision of the professors in charge. Furthermore, the student must present a thesis on some subject connected with his special work and embodying the results of original investigations on his part. The order in which the required and elective subjects are to be taken will depend on the student's preparation and his choice of electives. But in all cases it is best to begin the special work early in the course and devote to it a part of each year. It should also be noted that while Latin and Greek are not required subjects, the student may elect them and devote two full years to classical studies.

#### DEPARTMENTS OF INSTRUCTION.

During the present year, 1898-'99, the following courses of study are offered by the College: Economics and Law, 4 courses; Bible Study, 2; Philosophy, 4; Greek, 6; Latin, 7; Modern Languages, 6; English, 4; History, 5; Natural Sciences, 16; Mathematics, 4; Normal Methods and Pedagogy, 5. While no student is admitted to regular standing in the College, until he has completed the entrance requirements, special students may be admitted to College courses by permission of Faculty. During 1897-'98, in addition to the College students in regular standing, 48 students took special courses in the College.

#### PREPARATORY SCHOOL.

The courses of study offered by the Rollins Preparatory School cover five years' work, and are equivalent to

those of a well equipped Grammar and High School. During Years I and II the following subjects are taken: English Grammar, Arithmetic, Reading, Writing, Spelling, Geography, and American History. During Years III, IV, and V, the following subjects are required of all students: English, Algebra, Geometry, Physical Geography, Physiology, General History and Civil Government. In addi-



KNOWLES HALL—ROLLINS COLLEGE.

tion to the required subjects the student elects one of the following groups: (a) Latin and Greek, (b) Latin and Modern Languages, (c) Latin and Natural Sciences, or (d) Modern Languages and Natural Sciences, the group selected to be taken five times a week throughout Year III, and ten times a week throughout Years IV and V. Upon the com-

pletion of either course of study the student receives a certificate that admits him to Rollins College or other institutions of learning of equal rank.

#### MUSIC AND ART.

In the School of Music to the Departments of Piano and Voice has been added that of Violin, and a class in en-



CLOVER LEAF COTTAGE FOR YOUNG LADIES — ROLLINS COLLEGE.

semble playing has been organized. Class instruction both in the elements of sight-singing and in the proper rendition of hymns is given, open to all students. The Mandolin Club is a new feature of the School of Music. During the present college-year several pianos have been added. In Music, as in Art and the Normal and Business courses, there is a regularly graded course that leads to graduation.

The School of Art offers a systematic three years' course. For those students that do not take the regular course special work is provided, which includes instruction in Outline Work, Charcoal and Pen and Ink, Painting in both Oil and Water Colors, and China Painting. An elementary course, extending through one term, is open free of expense to all students of the Preparatory School.

#### NORMAL AND BUSINESS COURSES.

The Normal Course aims to prepare students for the uniform State examinations for teachers. Review and drill work is given in all the required branches. Particular attention is paid to methods of teaching the common branches and primary work, to regular observation of the teaching of these subjects, and to actual practice in teaching.

Three Business Courses are offered, as follows: Commercial Course, Shorthand Course, and Telegraphy Course. Students of average ability, that are willing to apply themselves, may expect to complete any one of these courses in two terms or any two courses during the college-year.

#### EXPENSES.

The cost of tuition, board, and an individual room is \$165.00 a year in the Preparatory School, Normal and Business Courses, and \$182.00 in the College. Music and Art are the only extras.

E. C. HILLS, Dean.

## FLORIDA CONFERENCE COLLEGE,

LEESBURG, FLA.

This Institution is under the auspices of the Florida Annual Conference of the Methodist Episcopal Church, South. It was organized more than twelve years ago as a College, with a curriculum equal to other institutions of its rank. It took its origin in that Methodist principal, it is the duty of the church to educate, indeed, must educate, if it would grow and preserve inviolate its own tenets and save the world from the assumptions of learning not sanctified.

It is supported entirely by patronage and is largely dependent upon one denomination, and notwithstanding that it is located in that part of the State which suffered most from the freeze of 1895 and the consequent financial depression resulting therefrom, its existence and steady growth during the past few years give evidence of both the character of the work done and of the devotion of the Methodists of the State to their own institution of learning.

Two years ago, when a sketch was furnished for this report, the school was under the able management of Rev. James T. Nolan, who, in consequence of declining health resigned and passed away soon thereafter. Rev. T. G. Lang was called to its head, and under his administration, notwithstanding the exigencies of the times and its dependence upon patronage, the College has not only *lived*, but has *grown* in good works and influence, beyond the reasonable expectations of its most sanguine supporters. This Institution is destined to grow with the Methodist denomination in the State, and the Christian young men and women issuing annually from its religious atmosphere, clothed with the strong armor of sanctified learning, will in turn become powerful factors in establishing the foundations of their church within the State, and will insure the permanency and influence of this Institution for all time to come. Those educated under such influences add to the general stock of Christianizing agencies tending to the elevation of the body politic. What would become of the State were it possible to eliminate the influence of Christian teachers moulded in church schools, or of those teachers that come under the influence of that learning which is preserved only in church colleges and universities?

While the atmosphere surrounding this College is thoroughly Christian, still the instruction is wholly non-sectarian. It is open to the patronage of all parents desiring to educate their sons and daughters in the midst of pious influences. The buildings of the College and boarding departments, with their general equipment, are ample, commodious and comfortable. The cost of education at this institution has been reduced to the minimum. The present faculty is constituted as follows:

Rev. T. G. Lang, A. B., President.  
(Emory College.)  
Mental and Moral Science.

E. F. Herman, A. B.,  
(Syracuse University, N. Y.)  
Ancient and Modern Languages.

Mrs. Beulah M. Warner, A. B.,  
(Florida Conference College.)  
English and History.

Rev. B. F. Lovelace, A. B.,  
(Florida Conference College.)  
Mathematics.

Rev. C. I. Flory, A. B.,  
(St. John's College.)  
Natural Science.

Miss Elizabeth Hansbrough,  
(New England Conservatory of Music.)  
Music.

Rev. J. Anderson, D. D.,  
Lecturer on Evidences of Christianity.

## JASPER NORMAL INSTITUTE, JASPER, FLA.

WM. A. CATE, Principal.

This institution was founded in 1890 as an Independent Normal School and since that time has been doing its best to uphold the principles upon which it was founded, and to give to the teachers of Florida solid educational foundation, as well as the necessary professional training for their high calling. Scattered throughout the State are hundreds of men and women who are successfully meeting life's requirements and who are strong testimonials of the efficiency of the work done by Jasper Normal.

### BUILDINGS AND EQUIPMENT.

We now have two large, comfortable, two-story buildings situated on a lot of about three acres. They contain about fifteen rooms, all of which are well lighted and well ventilated. The main chapel will seat about 400 people.

The school is well supplied with apparatus and other school appliances. The Library fills four large cases and consists of several hundred useful volumes. It has been improved 100 per cent. this year. In it will be found the leading Encyclopaedias and many other works of reference together with a large number of historical, scientific, and pedagogical works. Fiction is represented by the best of the standards and many modern works.

The Laboratory consists of a liberal amount of physical and chemical apparatus all of which is new and has been placed in the Normal this year.



BUILDINGS OF JASPER NORMAL INSTITUTE.



## OBJECTS.

This institution has for one of its main objects the training of young men and women for teaching. To do this successfully, nothing is left undone that would tend to make the Institution more efficient in this respect. The Institution continually watches the needs of the pupils and always does her best to supply anything that is wanting.

The classes are so arranged as to permit teachers to review any particular study during almost any term. There are four ten-week terms in each year.

## COURSES.

The highest courses given at the present are the Scientific Course and the Teachers' Course. These are arranged so as to give the most satisfactory results in the least possible time and to teach pupils how to study.

In addition to these two literary courses, we have a Commercial Department which is well equipped and well managed. In it students may take Book-keeping, Shorthand, Typewriting, or Telegraphy. Our methods and equipment in each branch are the very best. Commercial Law, Penmanship and other branches necessary to Commercial work are all supplied. In connection with the Telegraphy Department, a line has been constructed and offices equipped for the purpose of giving the pupils actual line work. The offices on this line are in residences, business houses, and in the two depots.

The Music Department is well equipped. The pianos are new and are kept in first class condition. This department has been much larger this year than ever before. Classes in Vocal Music are maintained all the year.

An Elocution Department has been added this year. Besides the giving of private lessons, there are general elocution classes for teachers.

## LOCATION, COST, ETC.

The location and health of Jasper are good. An artesian well furnishes sulphur water for the town. A system of water works is nearing completion.

Tuition is ten dollars per term of ten weeks. Board is furnished in the best families of the town at ten dollars per month.

The enrollment for the first half of this year has reached 260.

The Faculty are all teachers of experience and ability, and they have proven themselves to be fully competent for their especial work. At present there are seven regular teachers, all of whom are graduates of colleges.

Yours very truly,

WM. A. CATE,  
Principal.

## EDWARD WATERS COLLEGE,

(For Colored Students.)

JACKSONVILLE, FLA.

This institution was established in Jacksonville in 1883 through the instrumentality of Rev. W. P. Ross and others associated with him. The college is located on Beaver street, near Newnan, and is under the control of the A. M. E. Church in this State.

Since the first opening of this school many changes have been made in its faculty. During the past four years a different president has been in charge of affairs each year. This fact has tended to weaken the influence of the school, so that the attendance has been comparatively small. For the years '96-'97 and '97-'98 the attendance has not reached 100. At the opening on October 4, 1898, the enrollment was 63, and now at the present writing we have enrolled 170, of which number 25 are boarding pupils.

### FACULTY.

The faculty for the present year is as follows:

A. St. George Richardson, B. A.,  
President, Professor of Higher Mathematics and Classics.  
Mrs. M. E. C. Smith,  
Matron, Instructor in History and Science.  
Miss M. A. E. Jackson,  
Instructor in English Branches and Music.  
Miss E. M. L. Webb,  
Instructor in English Branches and Sewing.

### DEPARTMENTS.

This institution has the following departments: College, Normal, Preparatory, Music and Industrial. The curriculum is broad, and embraces these courses: Classical, Scientific, Academic, English and Domestic Economy.

A new dormitory for girls has been erected, and equipped with all necessary furniture new and direct from the factory. This large building affords ample facilities for the



EDWARD WATERS COLLEGE—MAIN BUILDING.

accommodation of boarding students. The girls are taught to do plain and fancy sewing, cooking, laundry work and other branches of domestic economy. A new building for laundry purposes has been added to the dormitory.

## EXPENSES.

During the past year the expenses of boarding have been reduced to the following low terms:

Board, including fuel and light, per month.....	\$6.00
Washing, per month.....	1.00
Tuition fee and room rent, per month.....	.50
Music, (instrumental,) per month....	1.50

## OUTLOOK.

Under the administration of Bishop W. J. Gaines, President of the Board of Trustees, the school has undergone many changes in the matter of improvements and enlargements. The entire boarding department has been remodelled and furnished with a new outfit. In fact, new impetus has been given to the educational work of the church throughout the State. The Trustees have adopted the plans suggested by the Bishop, and the people are again rallying to the support of this school. Rev. M. M. Moore, D. D., Financial Secretary, has done a noble part in helping to bring this institution to the front.

More interest is being manifested now than for a number of years past in the growth and prosperity of Edward Waters College. A number of students who had formerly attended this school are now returning and bringing other students with them.

Thus from present indications there is every reason to believe that this school will soon become one of the leading institutions of learning for negroes in this State.

A. ST. GEO. RICHARDSON,  
President.

## ST. JOSEPH'S ACADEMY,

ST. AUGUSTINE, FLA.

This institution was founded in 1866 by the Sisters of St. Joseph, of Puy, France, and is still conducted by them, under the patronage of the Rt. Rev. John Moore, D.D., Bishop of this Diocese.

The course is divided into three departments: Primary (with Kindergarten), Junior and Senior. The Senior Department comprises a course of three years. It is thorough, and embraces all the branches of a useful and refined education, including French, taught by Sisters who are natives of

France. The program for graduating class covers all studies required for public school teachers' certificates of the highest grade.

The situation is one of the most pleasing in a city justly celebrated for its healthfulness and climatic beauty.

Delicate students from the North, who desire to continue their studies, will find at the Academy every means



ST. JOSEPH'S ACADEMY.

for their improvement, and while they acquire strength of body, they may also improve their minds.

Young ladies may enter at any period of the scholastic year, either as boarders or as day pupils. Music, painting, stenography, typewriting with use of necessary instruments, are extras.

There are in attendance 154 students, two of whom are to graduate in June of this year. The number of teachers is seven. For further information address,

SISTER M. LAZARUS,

Superior.

## ST. JOSEPH'S CONVENT.

JACKSONVILLE, FLA.

This institution was established November, 28, 1869, and was incorporated February 4, 1893.

The growth of the school has been steady, the average daily attendance of the present session being 180 pupils.

The Academy building was destroyed by fire August 18, 1891. Since that time we have been making efforts to erect a building second to none in the State, but have so far succeeded only in laying the foundation.

Our present situation is inadequate and we hope to improve these conditions before the beginning of another school term.

The course of instruction is thorough. Our schools are graded upon the present plan of the public school system.

Some of our pupils pass the teachers' examinations yearly, not one having failed so far to obtain the certificate for which she presented herself. A number of our pupils hold positions as teachers in the public schools in Duval county, and also other counties throughout the State.

• Pupils of all religious denominations are received, and while the children of Catholic parents are thoroughly instructed in the principles of their religion, no religious influence is exerted over those professing other beliefs.

Very truly yours,

MOTHER M. CLAVERIE,

Superioress.

## ST JOSEPH'S ACADEMY,

MANDARIN, FLA.

This institute, founded in 1873, under the direction of the Sisters of St. Joseph, continues to be a preparatory school for boys from four to fourteen years.

It is situated thirteen miles south of Jacksonville, and of easy access by steamer and East Coast Railway.

The course of study is graded upon the present plan of the public school system. French is also taught, as well as stenography, typewriting, and music.

Annually the number of pupils is increased and many of the former ones are employed by the large business firms

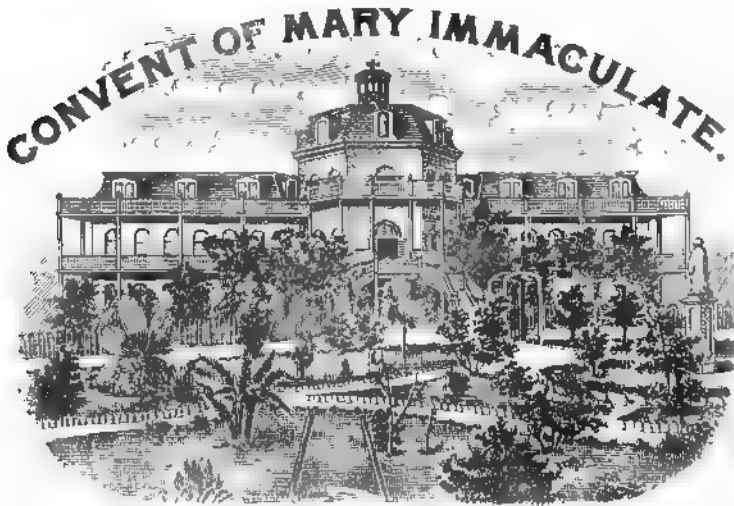
of the State. The building is new and commodious, in a healthy locality, with play-grounds affording ample space for exercise and recreation. For further particulars apply to,  
**SR. M. EUSEBIA,**  
 Superior.

## CONVENT OF MARY IMMACULATE,

KEY WEST, FLA.

This school, under the direction of the Sisters of the Holy Names of Jesus and Mary, was founded in 1868 and incorporated in 1883; it has ever been well patronized by the leading citizens of Key West.

The said convent is a fine stone building, on the plan of a Cuban Villa with spacious piazzas; it is in a beautiful



setting, not far from the South Beach, commanding an extensive view of the ocean and of the island.

In 1877, a school was opened by the Sisters for colored children, and in 1888, another, for little boys. Sixteen Sisters compose the staff of teachers.

The course of study embraces all the useful branches of an English education. Pupils are prepared to undergo examinations before the Board of Education for teachers' certificates and several have already obtained the highest grade. Quite a number of their former scholars hold, with success, positions as teachers in the public schools.

At the opening of the late war, as the Sisters judged they could render greater service to their country by transforming their convent into a hospital, they offered it, as well as their personal services, for that purpose. Both being accepted, they closed their classes on April 23, 1898, and reopened them only on the 1st of December. By a strange coincidence, the number of their pupils which generally reaches six hundred, was replaced by six hundred wounded sailors and soldiers, who were nursed by them during the war.

Owing to the large number of Cubans who have already returned to their native Isle, the number of pupils has decreased; formerly above two hundred of that nationality were in attendance.

For further information, apply to,

SISTER M. FLORENTINE,  
Superioress.

## FLORIDA BAPTIST COLLEGE,

JACKSONVILLE, FLA.

(For Negro Youth.)

The Florida Baptist College, is located in the north-western part of Jacksonville, in the beautiful suburb called Campbell's Addition. It is sufficiently distant from the city to be removed from its noise and confusion and far enough among the pines to command a view of the noble St. Johns river, and to insure rugged health to those who reside there.

To meet the demand for a live and progressive institution of academic or normal grade supported and maintained for the Baptists, this institution was founded as the Florida Baptist Academy by Rev. W. M. Gilbert, A. M., in 1892.

The years passed have witnessed many changes but a steady and permanent growth. From a small beginning, with nothing but the meager earnings of negro Baptists to depend upon, it has now a property valuation of from \$15,000 to \$20,000.



It has a faculty of nine capable instructors, among them graduates of some of the best schools in the country.

The average annual enrollment is 150, about one third of whom are boarders. In this department there are representatives from every section of the State, and also representatives of two or three neighboring States.

The course of studies comprise those subjects usually taught in schools of recognized Academic or Normal grade. College studies are also taught and some instruction given in the lower grades.

The school while founded and maintained mainly by the Baptists, is open to all students of every denomination who may desire to enter.

Having no income from the State or general government, it is supported by the American Baptist Home Mission Society, New York City, the negro Baptists of Florida, and such other donations as charitable friends may give from time to time. N. W. COLLIER, A. B., Pres.

## FLORIDA INSTITUTE,

LIVE OAK, FLA.

(For Negroes.)

The colored Baptists of Florida began to devise plans for erecting the Florida Institute in 1871. After working for years against great odds, they succeeded in purchasing at a cost of between \$2,000 and \$3,000 three acres of land, with an unfurnished building originally intended for a court house.

Unable to cope with the situation alone, appeal was made to the American Baptist Home Mission Society, New York, for assistance, which was granted. The building was prepared for use and teachers were appointed.

The school was incorporated in 1876, and opened in 1880.

Later purchases were made, and now there are ten acres of land, amply supplied with water facilities, and beautified with fruit and shade trees. Besides the main building, there are two dormitories, three cottages, a laundry, and a printing office.

Dr. J. L. A. Fish, a distinguished educator from Massachusetts, served as President, under the appointment of the American Baptist Home Mission Society, from October 1, 1880, date of opening, to March 26, 1890, date of his death.



FLORIDA INSTITUTE--A CHRISTIAN INSTITUTION FOR NEGRO EDUCATION.

His assistants, including his wife, were principally Northern teachers, appointed and paid by the the same society. Prof. H. B. Lawrence, of Massachusetts, succeeded Dr. Fish, and served one year.

#### COLORED TEACHERS.

Since 1891-92, only colored teachers have been employed. The Board of Trustee recommend the teachers, subject to the approval and appointment of the American Baptist Home Mission Board.

The course of study contemplates the Normal Preparatory, Normal, Academic, Theological, and Industrial.

#### STATISTICAL.

1896-97—Teachers employed, males 2, females 3, total 5; students enrolled, males 52; females 79, total 131; preparing to teach, 47; preparing to preach, 13; normal graduates, males 3, females 3, total 6.

1897-98—Teachers employed, males 3, females 4, total 7; students enrolled, males 50, females 75, total 125; preparing to teach, 25; preparing to preach, 3; normal graduates, males 2, females 3, total 5.

#### FINANCIAL.

1896-97—Receipts and expenditures.....\$3,181.00

1897-98—Receipts and expenditures..... 3,865.11

For the two years..... 7,046.11

One thousand dollars of this amoount was donated by the American Baptist Home Mission Society, and the remainder by the colored Baptists of Florida.

Faculty for 1898-99—Rev. G. P. McKinney, President; assistants, Prof. L. C. Jones, A. B., and R. H. Howard, and the Misses S. F. Wingfield, E. B. DeLancy, A. W. Fitzgiles, and F. A. Sheffield. G. P. McKINNEY, Pres.

## COOKMAN INSTITUTE,

JACKSONVILLE, FLA.

(For Negroes.)

This school was established in 1872, and it now has seven in the faculty, and an attendance of 225. It is supported by the Freedmen's Aid and Southern Education Society of the Methodist Episcopal Church. It is open to colored youth of both sexes, has excellent boarding department and is well furnished. The course of instruction is a



complete college course. Four years of Latin, two of Greek, and complete course in Mathematics and Sciences.

It is centrally located in a beautiful part of the city; it has good instructors, who give the pupils careful, Christian oversight.

Terms—\$8.00 per month for board and tuition. The next session opens Monday, October 2, 1899. For catalogue, or further information, address

REV. F. W. KEMMERER, A. B., Prin.

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## TAMPA BUSINESS COLLEGE,

ARMORY BUILDING, TAMPA, FLA.

(Cut of building failed to arrive in time.)

This school is one of the oldest of its character in the State. Organized in 1890; re-organized under new management in 1897. It is superbly located, in the Armory building, Washington street, and has a floor capacity of nearly 3,000 sq. ft. The main commercial hall occupies the whole east end, with a capacity to accomodate 160 students; the Shorthand and Typewriting halls are on the south side and have a seating capacity for 75 students; the Typewriting room is furnished with high grade standard machines. Besides these, we have rooms for Telegraphy, Penmanship and offices. This is a modern Business College, and, perhaps no school in the South has succeeded in placing a greater per cent. of its students and graduates in paying positions than this one; we have them from Toronto, Canada, to Santiago, Cuba.

Special summer rates are made for teachers who wish to take courses of Penmanship, Bookkeeping, or Shorthand and Typewriting. The regular fall opening is October 15.

L. M. Hatton, of the Missouri State University, Kansas City College, and Chicago Shorthand School, is the Principal and proprietor, and is assisted by four specially trained instructors, thoroughly experienced.

Catalogues and circulars will be furnished to all interested in our line of education by addressing the Principal.

Respectfully,

L. M. HATTON, Principal.

## CHAPTER IX.

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### County Graded and High Schools.

This chapter contains a short sketch and picture of a number of public schools doing, or claiming to do, wholly or in part, the work of secondary education.

It was designed to present one or two of the best schools in each county, but those in charge of this grade of schools, in nineteen of the forty-five counties, through parsimonious considerations, lack of interest in such enterprise, or because they deemed their buildings not good enough for such display, have failed to furnish cuts and sketches. Hence a few of the most creditable school buildings in the State do not appear in this exhibit.

The question may arise, "What's the use of the picture gallery presented in this chapter?" The chief object in giving these schools such recognition, beyond making as creditable a showing of the educational interests of the State as facts warrant, is to awaken a spirit of emulation in the matter of school house building. Human beings are all more or less imitative, and when the superior enterprise of one community is shown to another, even through presenting the picture of a school house, no one can tell the effect it may have in awakening another school district to emulate the good example. It is certainly hoped it will have influence in moving some non-enterprising and educationally dead old town to bestir itself to greater effort when it witnesses that a smaller and weaker town, financially, has outstripped it in sustaining a good school and housing it in an attractive building. Again, a picture possesses a wonderful influence and often tells the true story, which might be covered by over-drawn descriptions of schools, and over-earnest professions of interest in the cause of education. "Remarkable interest" is the current phrase used in reports describing school conditions, while true likenesses of school buildings would instantly disclose the exaggeration in such terms. The earnest desire to employ every possible agency likely to con-

tribute to a revival in school house building, and to present unvarnished facts relative to the schools, is the apology for this chapter with its pictures.

It is believed, at least hoped, that the indirect influence of this presentation will compensate the State many times for the volume and cost added to this Report. Besides, to give recognition to these schools commends enterprise and well-doing, a fundamental duty in all matters educational. The local pride felt in many of these schools is not only commendable, but insures support and future growth. This pride manifested itself in the length of the sketches telling how, and in bestowing credit upon those through whom, the schools came into existence, and in describing minutely the details of school work, making it necessary to abridge what was sent for publication. Even now, many of the sketches are too long and contain matter possessing only local interest.

No one interested in the cause of education would have the heart to eliminate this chapter, if he realized the just pride of the students in one of these schools, as well as of those making sacrifices in building it up, in seeing their school deemed worthy of recognition in the State Superintendent's Report. Some of these would not compare favorably with school buildings elsewhere, but when compared with the buildings whose places they took, it is but natural that a just pride is felt in the improvement.

Now follows a brief description and a picture of the building of each of these schools which had the enterprise to have itself thus represented. The schools are given in alphabetical order of the counties in which they are located.

## UNION ACADEMY,

GAINESVILLE, FLA.

(For Negroes.)

Union Academy is one of the leading institutions of learning in Florida for the education of colored people.

It was organized in 1866 under the auspices of the Freedmen's Bureau, but afterwards came under the control of the Alachua County School Board.

Over half of the negro teachers of Alachua county and many others in the State are ex-students of this school. I became its Principal in October, 1897, and was given four

assistants, but it was soon found that this number was unable to do the work, as the attendance grew to 440, when three more were added to the faculty, making a total of eight teachers.

The work of grading the school was carefully done and



UNION ACADEMY—FOR COLORED STUDENTS.

a High School course was added. The term was extended in 1898 for students able to enter the sixth grade and for teachers preparing for the June examination.

#### TERM OF 1898-99.

The building being inadequate to accommodate the large attendance, the County School Board recently expended \$1,100 in its enlargement, which gives a beautiful two story structure with eleven rooms, worth about \$6,000.

The attendance will reach over 500 before the close of



the present term, the school opening with 303, and now numbers 455.

#### DEPARTMENTS.

The departments of the school are Primary, comprising the first and second grades; Intermediate, comprising third, fourth and fifth grades; Academic, comprising sixth, seventh and eighth grades of the common school course; High School, comprising two years with the Sciences and the Classics.

The teachers of the Primary Department are Misses Mattie F. Duval, Cecelia V. Hill, Mrs. Judith P. Rainey, Miss Christina E. Woodward and Mrs. Emma P. Tyson; Intermediate Department, Mrs. Amy L. Davis, Emma R. Howard and Miss Annie M. Hughes; Academic and High School Departments, J. Harvey Smith, Principal, D. S. Days and Wm. Watts, Jr.

The attendance has largely increased since 1896 and thorough work is being done by both students and instructors. The County School Board is extending all needed encouragement and financial support to the school.

J. HARVEY SMITH, Prin.

## BRADFORD COUNTY HIGH SCHOOL,

STARKE, FLA.

Starke is thought by its citizens to be the most healthful town in the State.

The present building was erected in 1885 by a joint stock company, composed of the leading citizens of Starke, at a cost of more than \$3,000. While it is not a perfect building, the people have put in many modern improvements. It was first named Starke Institute, but in 1893, when the Board of Public Instruction (E. J. Hill, T. W. Sweat and J. C. Byrd) established the County High School at Starke, it was changed to the Bradford County High School.

The first principal of the County High School was W. W. McDonald, who at the end of the year gave up the school to enter law, and was succeeded by myself.

The High School has had a very healthful growth from the start. For the year 1894-95, the first under my management, the average attendance inclusive of preparatory teachers, was 132, while the average attendance exclusive of pre-

paratory teachers for the year 1897-98 was 179, the preparatory teachers numbering about fifty. This year the outlook is bright for still larger attendance.

The school has done very thorough work as the following will illustrate: Of those who have tried for teachers'



BRADFORD COUNTY HIGH SCHOOL.

certificates, more than 80 per cent have succeeded, and of those who have entered institutions of higher education, more than half have been first honor pupils.

The citizens have offered boarding students many inducements which have brought quite a number from adjoining counties.

The present faculty have been in the school the following terms; A. Hercules, B. S., I. S., C. E., Principal, five years; G. F. Scott, A. B., 1st assistant, four years; Miss Fannie Crawford, intermediate, four years; Mrs. Agatha Thomas, intermediate, five years; Miss Ellen Davis, primary, one year.

A. HERCULES, Prin.

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## HAMPTON GRADED SCHOOL,

HAMPTON, FLA.

This school has had a remarkable growth within the last five years. But this sketch must embrace the period beginning July, 1896, and extending to the present. It must be said to the credit of the citizens of the district, that this school was the second in the county to vote itself into a sub-district school.

The building is a one story structure consisting of three spacious rooms. It was erected in 1896 at a cost of \$1,500. Dr. D. J. Jones and W. H. Alexander deserve special mention for their zeal and activity in this matter.

In 1896 the teachers were: L. C. Ray, Principal; Mrs. Florence Varnadore, Miss Cora Sessions. In 1897 they were: L. C. Ray, Principal; Mrs. Ellen Davis, Miss Olive E. Ray. At present they are E. A. Kennedy, Principal; Mrs. W. B. Dean, Intermediate Department; Miss Olive E. Ray, Primary Department.

The enrollment for the three years is, respectively, 110, 120 and 115. The course of study pursued is that adopted by the county authorities of Bradford county.

Respectfully,

E. A. KENNEDY, Prin.

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## CRYSTAL RIVER GRADED SCHOOL,

CITRUS COUNTY, FLA.

The erection of this building marks an epoch in the history of the Crystal River school. It is an expression of the growth of a sentiment in that community in favor of better schools and of improved facilities for education.

Mrs. L. A. Bennett, the present teacher, has presided over this school for the past eight years. During these



HAMPTON GRADED SCHOOL.



PUBLIC SCHOOL NO. 2    JEFFERSON, HENRY COUNTY, FLORIDA.

years she has unfalteringly exerted her energies for the advancement of education, and the cause has prospered in her hands.



CRYSTAL RIVER GRADED SCHOOL.

The building was completed in September, 1898. The funds for its erection were derived from the Sub-District Trustees, private subscriptions, and an appropriation of \$300 from the County School Board. The contractors were McIver & McKay, of Ocala. The value of the building includ-

ing furniture, equipments, etc., is estimated at \$2,000. This includes a piano, the gift of Mrs. C. E. Herrick.

The house is well constructed, and is a model of neatness and convenience. It is painted and finished throughout and admirably adapted to the purposes for which it is intended.

Teachers at present: Mrs. L. A. Bennett, Principal; Miss May Bennett, assistant.

Sub-District Trustees: H. T. Hartman, C. E. Herrick and W. S. Popple.

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### LAKE CITY PUBLIC SCHOOL,

LAKE CITY, COLUMBIA COUNTY, FLA.

The Lake City Public School is taught by a corps of seven teachers. There have been in attendance, during the past two years, from 250 to 300 pupils.



LAKE CITY PUBLIC SCHOOL.

The course of study consists of nine grades, and comprises the branches required in a first grade certificate.

The building was erected in 1897, and with the grounds, is worth about \$7,000. It consists of seven recitation rooms, which will seat about 350 pupils, and a chapel with seating capacity of about 400. It has wide halls and stairway and is well lighted and ventilated, and supplied with ample blackboards.

The grounds cover about four acres and are shaded by nearly 200 forest trees. HENRY RICKARDS, Prin.

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## DESOTO COUNTY HIGH SCHOOL, ARCADIA, FLA.

Through the efforts of some of the public spirited citizens of Arcadia and the support of the Board of Public Instruction of DeSoto county the High School was established in June, 1897, and opened its doors for the admission of pupils on October 11th of the same year.

The rooms are all large, well ventilated and equipped, all paid for by the citizens of Arcadia. The school is supported eight months in the year from pupil school fund and special sub-district tax, supplemented in part by the City Council.

Tuition is free to all white pupils of the county who desire to attend. A small charge is made for all non-residents of the county.

Besides the Primary and Intermediate Grades, there is a High School course consisting of four grades requiring four years to complete it.

The faculty for the year 1897-98: E. F. Wilson, Principal; R. E. Watkins, assistant; Mrs. Emma Alderman, Primary teacher.

Faculty for the year 1898-99: E. F. Wilson, Principal; H. L. Swatts, Miss Josie Wilder and Mrs. E. M. Williamson, assistants.

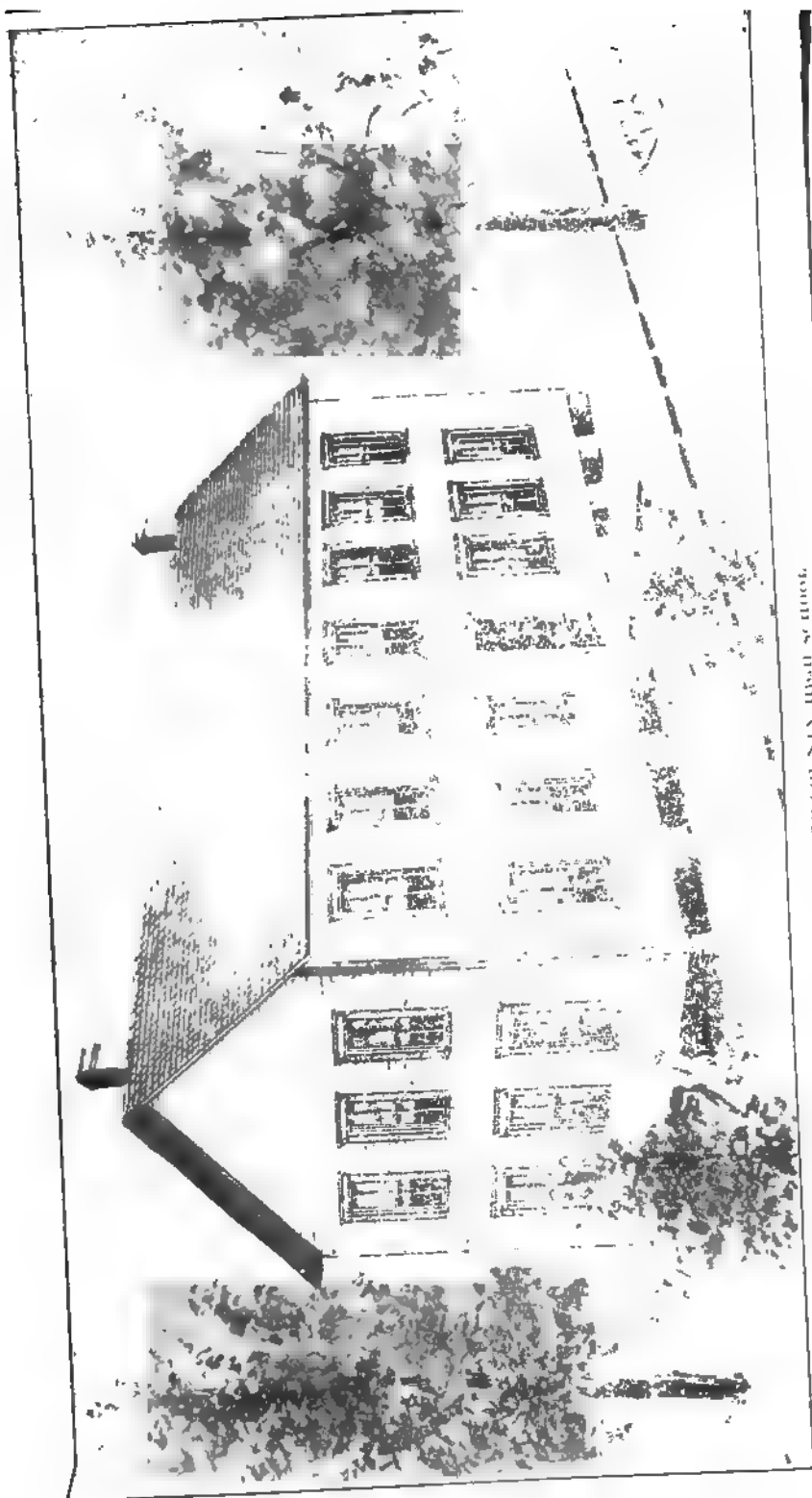
The citizens of the town and surrounding country realize and appreciate the benefits and importance of a good school, hence give it their hearty support and encouragement.

Perfect harmony prevails among the teachers, pupils and patrons.

A system of monthly examinations and reports to parents and guardians has proved very satisfactory to the school's interest.

E. F. WILSON, Prin.





WESLEYAN COLLEGE HIGH SCHOOL

## DUVAL COUNTY HIGH SCHOOL,

JACKSONVILLE, FLA.

The object of the Duval High School is to furnish sound and liberal education to fit students for the general duties of life, and to meet the wants of those who wish to prepare for higher institutions of learning.

A prominent aim is to teach them right use of books, and thus prepare students for self-directed investigation and



DUVAL COUNTY HIGH SCHOOL

study. It receives all pupils of the county who have successfully passed through the eighth grammar grade.

There are four courses of study open to the pupils, each four years in length. English, Science, and Classics, besides all the English branches, history, the higher mathematics and the sciences. Latin Science, including Latin, Greek, mathematics and natural sciences; Classic Belles-Lettres, including French and German, Greek or Latin as substiti-

tutes, mathematics and sciences; English Commercial, a thorough English course, including Book-keeping. Stenography and Typewriting.

For the study of sciences the Duval High School has physical and chemical laboratories.

A magnificent stereopticon and electric microscope for displaying histological sections in physiology and in demonstrating the structure of vegetable and animal tissues, circulation of the blood, etc.

The object of the study of the Sciences is to enable the pupils to grasp the general character of the sciences, so that they shall be prepared to face scientific problems and solve them by being able to apply the methods of science in the proper way, when they have found the conditions of the problem that confronts them.

In the study of Sciences, as in all other branches taught in the School, the pupils are taught to classify their knowledge, to search for causes, and their relation to effects; and discover truth by reasoning. Thus not only knowledge is gained, but mental discipline.

The following is the faculty of the Duval High School:

W. E. Knibloe, Principal.....	Department of Science
W. T. Chapin, Asst. Prin.....	Department of Ancient Languages
R. B. Rutherford.....	Department of Mathematics
Mrs. R. M. Pollard.....	Department of Modern Languages
Miss Jeannette Allred.....	Department of English
Miss Eleanor Rawson..	Department of History and Drawing
J. C. Henager.....	Commercial Department
Mrs. Mariah B. Spencer ....	Stenography and Typewriting

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## THE CENTRAL GRAMMAR SCHOOL,

JACKSONVILLE, FLA.

The Central Grammar School, situated on Church St., between Market and Liberty, is the largest public school in the State. The enrollment for the present session is 801, the daily attendance about 700.

The course of study covers a period of eight years, and includes spelling, reading, writing, language-work, geography, history, English Grammar, elementary physiology, arithmetic, elementary algebra and free-hand drawing.



CENTRAL CHAMBER SCHOOL.

The buildings are not only unsightly and unsuitable, but are wholly inadequate to the accommodation of the present attendance. The School Board, however, under the leadership of its chairman, Hon. W. A. Bours, is making a vigorous effort to replace them with a new and modern school building before the opening of the next school term.

The discipline and general work of the school are excellent, and especially so when the unfavorable conditions under which both teachers and pupils labor are taken into consideration. The results will compare favorably with those of any school of like character anywhere. The yearly session begins the first Monday in October and continues thirty-two weeks. The daily session is a "solid" one, beginning at 8:30 A. M. and closing at 1:30 P. M.

The following is a list of the teachers, with the number of years each has been connected with the school:

Principal, Tom F. McBeath, 4 years. First Grade, Mrs. A. A. Washington, 22 years; Miss Jennie Frazier, 3 years. Second Grade, Mrs. Frasier Knight, 2 years; Mrs. H. R. Clark, 1 year. Third Grade, Miss Mozelle Cook, 2 years, Miss Sadie Freeland, 2 years. Fourth Grade, Mrs. Goode Fleming, 9 years; Miss Minnie Ivers, 2 years. Fifth Grade, Miss Mabel Parsons, 2 years; Mrs. N. L. Riculfi, 1 year. Sixth Grade, Miss Hortense Broward, 6 years; Miss Pauline Zacharias, 8 years. Seventh Grade, Miss Mary Mc-Lauren, 10 years; Miss Emma Daniel, 10 years. Eighth Grade, Miss Ellie McIver, 12 years; Miss Nellie Myrick, 9 years.

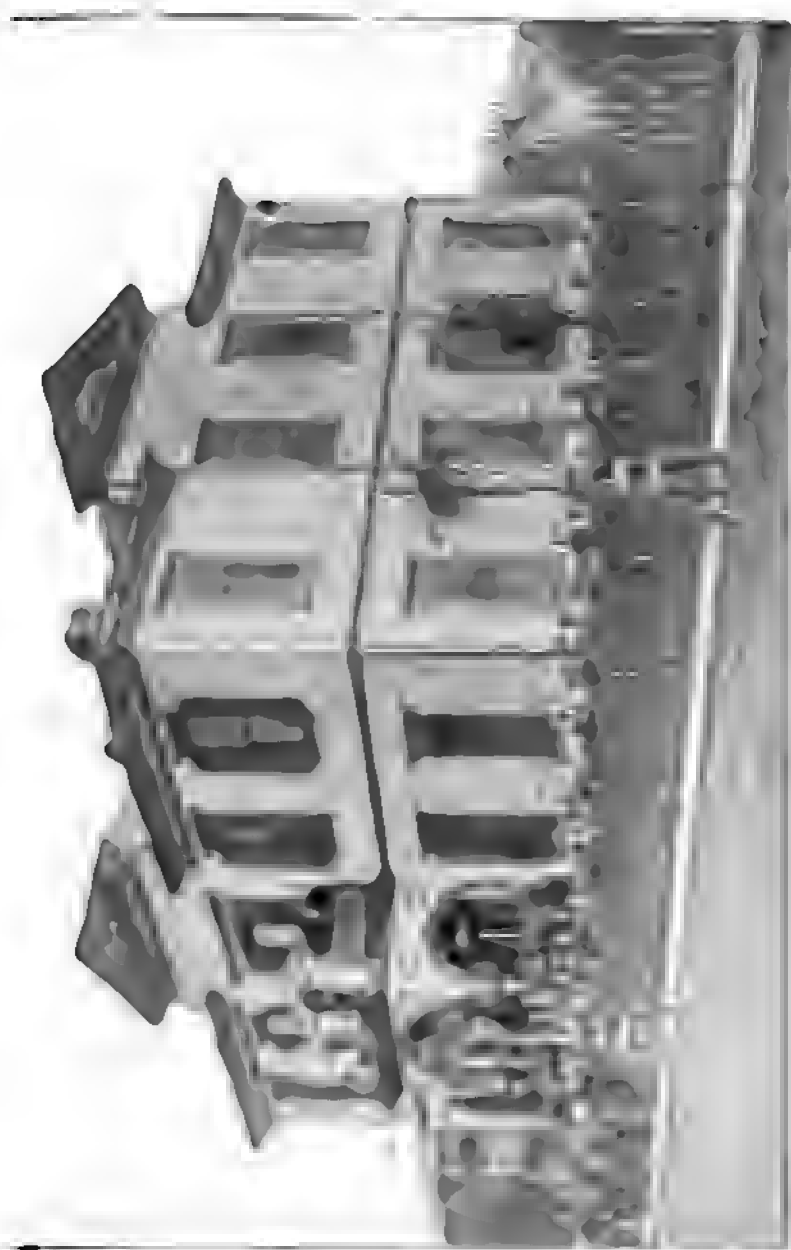
TOM F. McBEATH, Prin.

## LAVILLA GRAMMAR SCHOOL,

JACKSONVILLE, FLA.

The LaVilla Grammar School, of West Jacksonville, located between Duval and Church streets, was organized by City Superintendent Prof. Geo. P. Glenn in 1892 with Mrs. Wilson-Bowden as Principal. She was succeeded by Prof. Benschoten, who served one year. He was followed by Prof. R. B. Rutherford, who served as Principal for two years. In the year 1897, Rev. T. Griffith was placed in charge as Principal and still holds that position.

The school has improved in numbers and efficiency each year, until this year, the house has become too small



THE UNIVERSITY OF CHICAGO

to accommodate the pupils, and the eighth grade had to be transferred to the Central Grammar School.

The school building has two stories with eight commodious, well lighted rooms and large, comfortable halls and play grounds. It is well supplied with best modern desks, blackboards, charts, maps, electric bells, and other appliances for the best methods of teaching, consisting especially of a corps of wide-awake, earnest, hard working and up-to-date teachers. A circulating library of about 100 volumes is furnished from the private library of the Principal for supplementary reading. The entire enrollment last session was 350; this session, so far, 301.

The course includes the ordinary studies from the primary to the 8th grade, including algebra, civil government, physiology and hygiene.

The one session system, from 8:30 to 1:30, works very successfully. The discipline is strict and firm but kind and gentle, with corporal punishment extremely rare and only by the Principal privately.

The present faculty consists of Rev. T. Griffith, Principal; Mrs. Bowden-Wilson, Miss Persis Cornell, Miss Anna M. Daniel, Miss Mabel Christopher, Miss Elizabeth H. DuVal, Miss Elizabeth McClary, Miss Myra Washington.

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## STANTON GRADED SCHOOL.

(For Negroes.)

The Jacksonville Graded School was founded in 1868 for the education of colored youth; it being at the time a private institution known as the Stanton Institute. In 1882 it passed into the hands of the county, and has been since that time a public school for colored children.

The entire plant of the school is today valued at \$16,250, as follows: An entire city block valued at \$5,000, three buildings valued at \$10,000. The main building is a commodious and well adapted brick structure containing twelve recitation rooms; the other two buildings are of wood, and contain four and two recitation rooms respectively. The brick building alone shows in the cut. The furniture of the buildings is valued at \$850. Apparatus valued at \$400.

The present enrollment of the school is 956. The teaching force consists of the following eighteen teachers:



STANTON SCHOOL FOR NEGROES



J. W. Johnson, A. B., Principal; Mrs. M. B. McLendon, Assistant Principal; Mrs. M. G. Onley, Mrs. Lottie Simons, Miss F. A. Smith, Mrs. I. I. Sams, Miss E. L. Braden, Miss M. H. Mays, Mrs. C. A. Lloyd, Miss H. Garvin, Miss Lelia Joplin, Mrs. E. E. Love, Miss M. A. Jones, Miss C. C. Cotton, Miss A. M. Edwards, Miss Mattie Mitchell, Mrs. V. J. Stewart, Miss F. C. Thompson.

The course of study embraces ten years' work. The first eight years the course of study laid down by the Board of Public Instruction for Grammar Schools is followed. In the 9th year the following studies are taken up: Algebra, higher arithmetic, English composition, physical geography and book-keeping; and in the 10th year, geometry, English literature, elementary physics and Spanish are added.

The aim of the school is to give a thorough foundation in the English branches; and that aim is, I believe, being well carried out. Yours very respectfully,

J. W. JOHNSON, Prin.

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## PUBLIC SCHOOL NO. 1.

PENSACOLA, FLA.

Public School No. 1 is situated on Palafox Hill in the north-eastern portion of the city of Pensacola, and commands a beautiful view of the city and harbor. The building erected in 1886 is a model of its kind. It contains ten large rooms, well ventilated and lighted, and separated by spacious halls. The rooms are all comfortably furnished and equipped with some of the best modern appliances for teaching.

Since 1896 the school has been steadily improving, both principal and teachers working earnestly to uphold the high standard to which it was raised by that gifted teacher, the late John P. Patterson. From November 1, 1893, to January 1, 1897, Prof. W. E. Griffin was principal of the school. On his resignation the present principal was elected to fill the unexpired term and was re-elected for the session of 1898-99. During the last two years ten teachers have been employed in the school, and the enrollment has varied from 315 to 397. At present the grades taught are from five to ten, with an enrollment of 358.

The revision of the course of study and the adoption of new text-books by the County Board in August last, have



PUBLIC SCHOOL NO. 1.

been a great benefit to the school. At present the work in all departments shows improvement over that of former years.

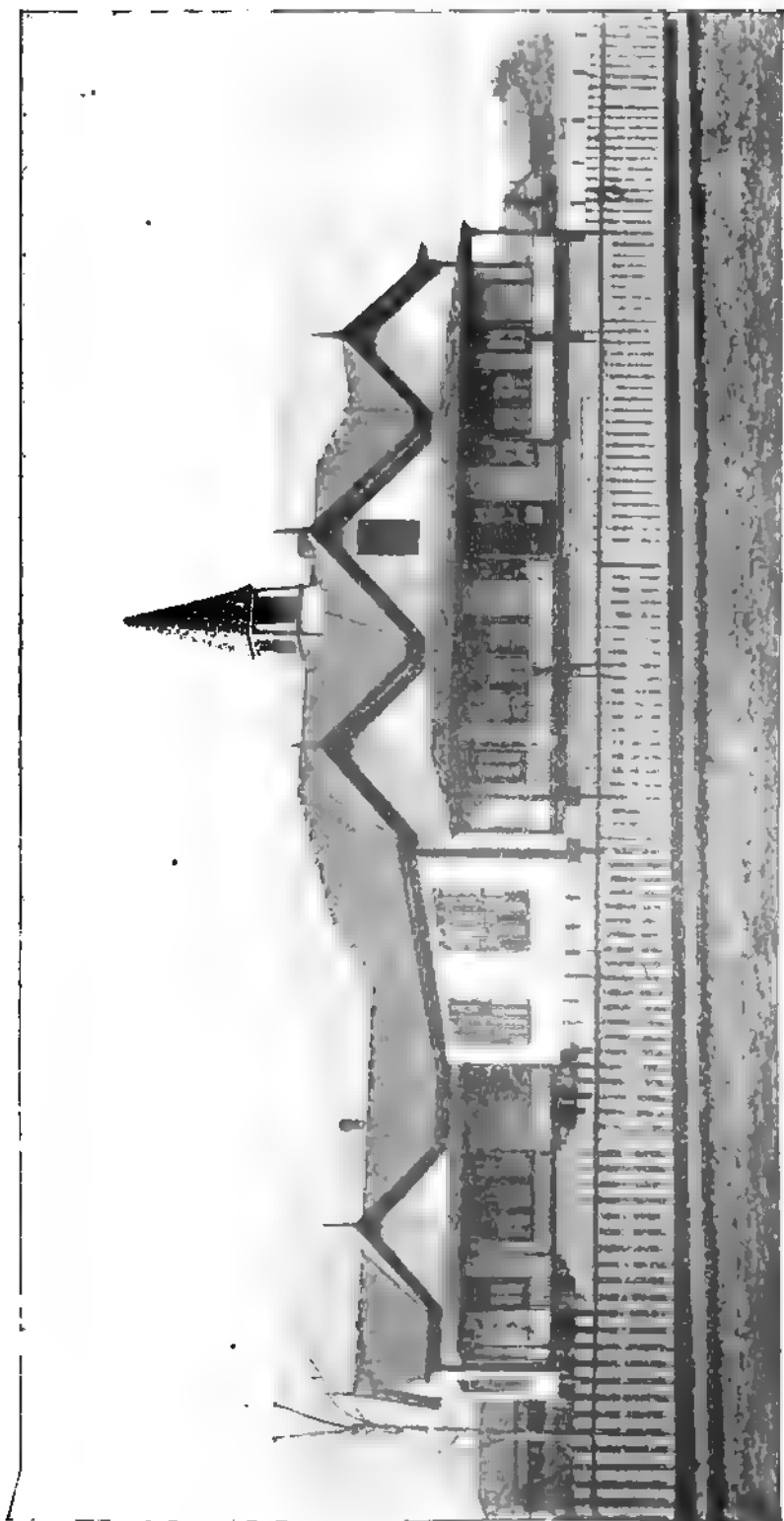
A movement to secure a library for the school has been inaugurated this year. So far the efforts in this direction have met with much encouragement, and it is now the belief of all that the library will be a success.

PAULINE REESE, Prin

## APALACHICOLA PUBLIC SCHOOL.

APALACHICOLA, FLA.

The public school of Apalachicola is comparatively young, although situated in the second oldest town of West Florida. The result of a still progressive sentiment in favor of a regulated system of instruction has been most marked, and it is devoutly to be hoped that before this sentiment shall have spent its force, it will have satisfied the pressing need of a more thorough and higher institution—a High School: In the light of this necessity, it is not to be supposed that a city of 4,000 inhabitants will continue long



satisfied with the facilities which a public school necessarily affords for higher education. The representative class of people of this section would support a mandatory High School law.

Concerning the history of the school no records have been preserved, therefore I can give no authentic figures. However, as late as 1887 the educational interest of the town focused at a small cot, called a school house, near the center of the city. It was equipped with home made furniture throughout, employing sometimes two teachers, more often one, and sold the same year mentioned for \$600, the lot on which it stood bringing a greater part of that amount. In the same year three rooms of the present building were built, five years later four more rooms were added, the cost amounting in the aggregate to \$5,000. This does not include the block on which the building stands and which is situated in an excellent part of the city. Six of these rooms are 25x30 feet, the seventh 25x60 feet, making 6,000 square feet of available space. Besides this are two intersecting halls 95x12 feet each. Every room is elaborately equipped with modern pattern of furniture and every improved necessity.

The present enrollment is 245, divided into eight grades under a faculty of six teachers assigned as follows:

R. T. Clayton, Principal, 7th and 8th grades; Miss Rice, 6th grade; Miss Kimball, 4th and 5th grades; Miss Patton, 3rd grade; Miss Spencer, 2nd grade; Miss Harding, 1st grade. The salaries of these teachers amount to \$235 a month.

Too much praise cannot be spoken of the Franklin County Board of Education and of their unremitting endeavor to seek out and fill every need of the school and to maintain it upon a firm and dignified standing.

ROBT. T. CLAYTON, Prin.

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## HILLSBOROUGH COUNTY HIGH SCHOOL.

### TAMPA, FLA.

The High School Department of the Tampa Graded School was transferred to a separate building in 1893, and the following year was made a separate and distinct school under the name that it now bears.

The present principal, Mr. B. C. Graham, has had charge of the school from its first separate organization.

During three years of the time he was very ably assisted by Miss Louise Tucker Phillips.

The school has grown since 1893 from 60 to 120. The course of study embraces about four years, the first year serving as a transition course from the Grammar School. The other three years cover the ground usually gone over in the average High School.

The rooms occupied at this time are in one of the brick business blocks, very near the center of the city of Tampa. A good High School building is very much needed.

The present teachers are Mr. B. C. Graham, Principal; Mrs. L. B. Mathes and Miss Katharine Wicker, assistants.

THE PRINCIPAL.

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## TAMPA GRADED SCHOOL.

TAMPA, FLA.

With the growth of Tampa the patronage of the public schools increased, and in 1894 it was deemed expedient to separate the Graded school from the County High School.

During the past three years the Graded School has had an interesting growth, both in enrollment and in the good will of the people. The registers show an enrollement of 600 pupils, with an actual attendance of 560.

The school occupies two buildings, the Primary Department (three classes) occupying one, both under the supervision of the same principal. The buildings are inadequate, and the classrooms are crowded. The attendance is good, being for the month of January 90 per cent.

There are now twelve teachers in the faculty, including the principal who has charge of the Department of English in the Grammar grades.

The faculty consists of Miss Mary S. Johnston, Prin; Miss Lura McClellan, 8th grade; Miss Azile Davis, 7th grade; Mr. J. J. Wallace, 6th grade; Miss Ella Kochler, 5th grade. Intermediate—Miss Ellen Hale, 4th grade, A; Mrs. Neta Fleagle, 4th grade, B. Primary—Miss Janet Calhoun, 3rd grade, A; Miss Maggie McKay, 3rd grade, B; Miss Ada McKay, 2nd grade; Miss Faith Stowell, 1st grade; Miss Mary Crilly, chart class, and principal of Primary Department.

THE PRINCIPAL.



TAMPA GRADED SCHOOL.

## LEESBURG HIGH SCHOOL.

LEESBURG, LAKE COUNTY, FLA.

The Leesburg High School is pleasantly located, on an eminence, in Leesburg, which, having three lines of railroads and excellent clay roads running in all directions from the town, is easy of access from all parts of the county. This is an important item, as on account of the



LEESBURG HIGH SCHOOL.

generous public spirit of the citizens of Leesburg, the tuition is free to all

That the citizens of Leesburg are interested in education is further evidenced by the fact that we have a nine months' school term, a privilege enjoyed by no other public school in the State. A number of pupils from adjoining counties are taking advantage of the opportunity thus offered for an education.

There are two buildings, one a magnificent two-story brick structure, with four large study rooms and two reci-

tation rooms. The Town Council has just purchased, and fitted for the Primary Department, the Conference College boys' dormitory, thus giving plenty of room and play ground.

The school has a carefully graded course of study covering eight grades or years, with two years of High School studies additional. The organization is similar to that of the best Graded Schools of the State.

The enrollment this year is 181, an increase of thirty-three per cent. over last year. The graduating class numbers six.

The school has a well selected library, which is well patronized by the pupils.

The moral influence of the school and town is of a high character. Perfect harmony and co-operation exist among officials, patrons, teachers and pupils.

The teachers at present are: W. H. Funk, Principal; Miss Bessie B. Compton, assistant in 7th and 8th grades and High School; Miss Majorie F. Miller, 5th and 6th grades; Miss Rachel Gaines, 3rd and 4th grades; Miss Addie Abney, Primary Department.

W. H. FUNK, Prin.

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## EUSTIS HIGH SCHOOL.

EUSTIS, LAKE COUNTY, FLA.

The public school building was erected in 1885 at a cost of \$3,800. It is a commodious one and furnished throughout with the latest approved facilities for teaching. The present trustees, Messrs. E. M. Horton, Guy Hutchings and A. J. Richards, are progressive citizens and much credit is due them for the success of the school, which is supported for eight months in the year.

In 1896 the present corps of teachers was appointed, consisting of Mrs. Jessie Perkins, Principal; Miss Frances McCulloch, 1st assistant, and Miss Ella Mendenhall, 2nd assistant.

In 1897 the school enrolled about 100 pupils.

The course of study covers ten grades, including a two years' High School course. By alternation of the work in 8th, 9th and 10th grades, the number of recitations is greatly reduced and pupils are enabled to take more studies without increasing number of teachers.

The pupils no longer work at random, but study with some special object in view.

The graduating class of 1899 numbers six pupils.

THE PRINCIPAL.





EUSTIS HIGH SCHOOL.

## FORT MYERS INSTITUTE.

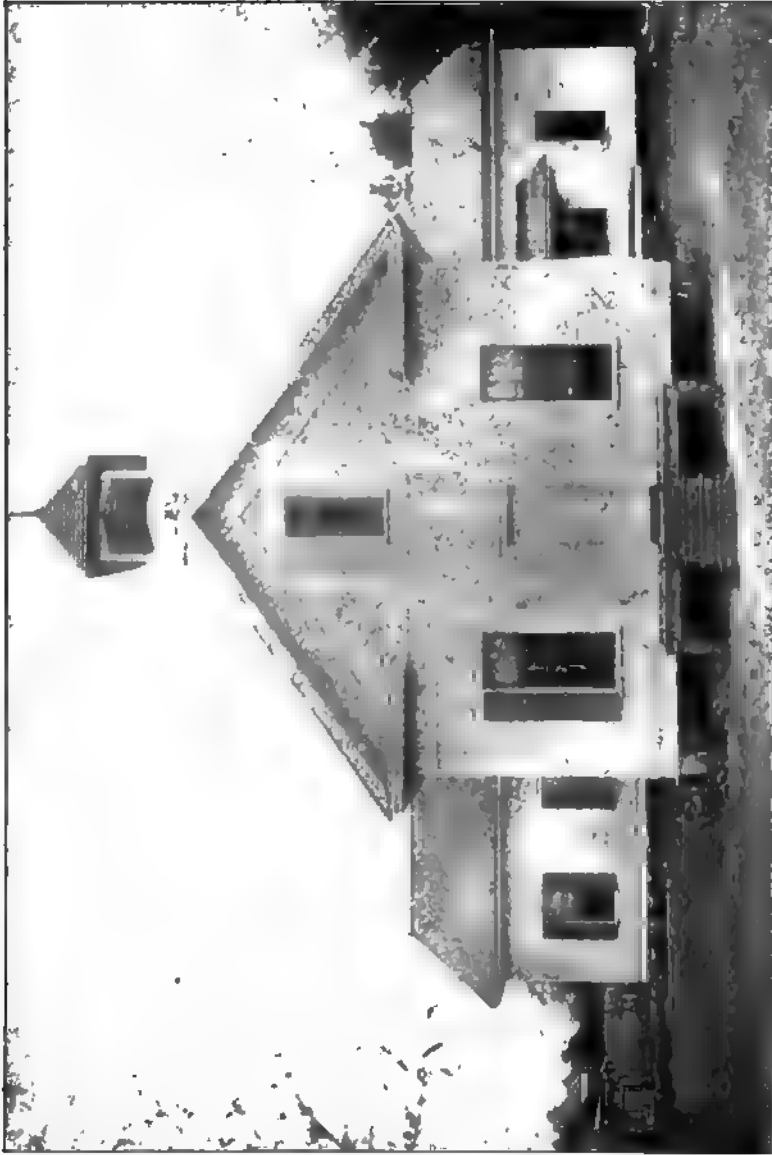
FORT MYERS, LEE COUNTY, FLA.

Faculty: E. W. Barrington, Principal; Mrs. F. E. M. Foose, Miss E. G. Chapman, Mrs. Flora Barrington, assistants.

In the summer of 1898 the Board of Public Instruction of Lee county decided to make some changes regarding the Fort Myers school, with a view to putting it on a higher basis, enabling the children of the county to have at least one high grade school in which they might have the advantages of an Academic education. The faculty, with one exception, was changed, and the course of study was left to the new principal to be altered or amended as in his judgment he might think best. Latin, higher mathematics and the study of literature were added, also the term lengthened. The school has grown in enrollment and the average attendance has been greatly improved. There has not been a death in the school this term, nor even a case of protracted sickness. The healthfulness of the county of Lee, and especially of the town of Fort Myers, is by governmental census report, the finest in the Union. This is no idle boast, but can be substantiated by reference to the health statistics. Tuition is free to all the county educable children, and the school offers today superior advantages to Northern visitors who desire to have their children in school while the parents are wintering in this the most tropical part of Florida.

The school interests of the county were never in the hands of a more competent and wide-awake School Board than today. To their care in selecting teachers, liberality and watchfulness is due the upward trend that is bringing Lee county to the front. The Board has at this writing donated half the expense of maintaining a Summer Training School next summer or spring for the benefit of the county teachers. To such a Board the present principal is grateful and he feels that much of his success in building up a high grade school is due to their kind co-operation.

E. W. BARRINGTON, Prin.



FORT MYERS INST. TULIE.

## LEON COUNTY HIGH SCHOOL.

TALLAHASSEE, FLA.

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The school has never been closed a day on account of any epidemic, thus evincing the fact that Tallahassee is a remarkably healthy locality for school work.

The present School Board consists of Messrs. G. I. Davis, J. R. Cohen and Gilbert Hartsfield, with N. W. Eppes as County Superintendent. The teachers at present employed are as follows: H. W. Demilly, Principal; Prof. J. F. Montgomery, Misses Carrie Brevard, Margaret Randolph, Margaret Cotten and Henrietta Chaires, assistants.

Very Respectfully,

H. W. DEMILLY.

## LINCOLN ACADEMY.

(For Negroes.)

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LINCOLN ACADEMY—FOR NEGROES.

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For a score of years the principalship has been held by H. S. Harmon, C. B. Miller, W. S. Withers, C. H. Shine, J. R. Ballard, H. W. Demilly, L. F. Johnson, I. J. Hendley, J. G. Riley.

#### BUILDINGS REPAIRED.

In 1897 Superintendent Eppes and the School Board of Leon county put the building in first class condition by repairing, repainting and refitting it with modern desks and some of the latest school appliances.

At this time the attendance of the school had outgrown the seating capacity of the rooms, and to accommodate the emergency, the old Normal School building, located on the same lot, was furnished and occupied, making seven rooms in all.

The school carries 450 pupils embracing six grades, but the lower grades are too crowded to get the best results. The object of the school is to give each youth a good common school education with the best moral training possible, and to this end all of its energies are bent.

The course of study comprises the common school branches only, but these are thoroughly taught, no hurrying being allowed. The course contemplates seven years, and a diploma of graduation is awarded to every pupil who completes it. Eleven graduated last year, and eight will graduate this year. These diplomas have admitted our graduates into the professional courses of Meharry College, Howard University, Virginia Institute and other colleges.

A few years back some of the higher branches were successfully taught, but the Normal College having covered that ground they were dropped from the course of study, while that institution has since taken up the greater part of our course.

The primary department is unique in operation—it being conducted on kindergarten principles. Graded lessons in language extend to the fourth grade. Grammar, higher English and Composition complete the literary course. Arithmetic to cube root, with applied arithmetic in practical measurements finish the course in mathematics.

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 J. H. Morgan,  
 Miss J. A. Williams,  
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## BRONSON HIGH SCHOOL,

BRONSON, LEVY COUNTY, FLA.

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It is surrounded by a healthy, moral, social and intellectual atmosphere.

Its object is to furnish a higher course of study for those completing the common branches and desiring to obtain a first grade certificate, or a higher education, hence its doors are thrown open alike to all pupils of the county.

Its facilities for attaining these ends are a comfortable and spacious building furnished with the latest paraphernalia, a library of well chosen books, which is constantly increasing, a term of eight months in the year, a corps of normal trained experienced teachers, who have their hearts and soul in the work.

The school is no longer an experiment but a tested success. In addition to meeting its current expenses, it has in the last two years paid the debt of a few hundred dollars incurred in the erection of the building. It has the hearty support of Supt. Philips, the School Board, the town and county at large.

The promoters of this enterprise purposed building such a school at Bronson, as would not only meet the local demands, but would furnish a high school course of two years that ambitious students might graduate in the schools of Levy county. And even at this early age, under the management of its present Board of Trustees, these hopes are being realized.

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 T. Walter Shands,  
 H. B. Lloyd.

## TEACHERS.

HIRAM BYRD, Principal.  
 Miss MAMIE RIDENHOUR, Assistant.





EUSTIS HIGH SCHOOL.

## FORT MYERS INSTITUTE.

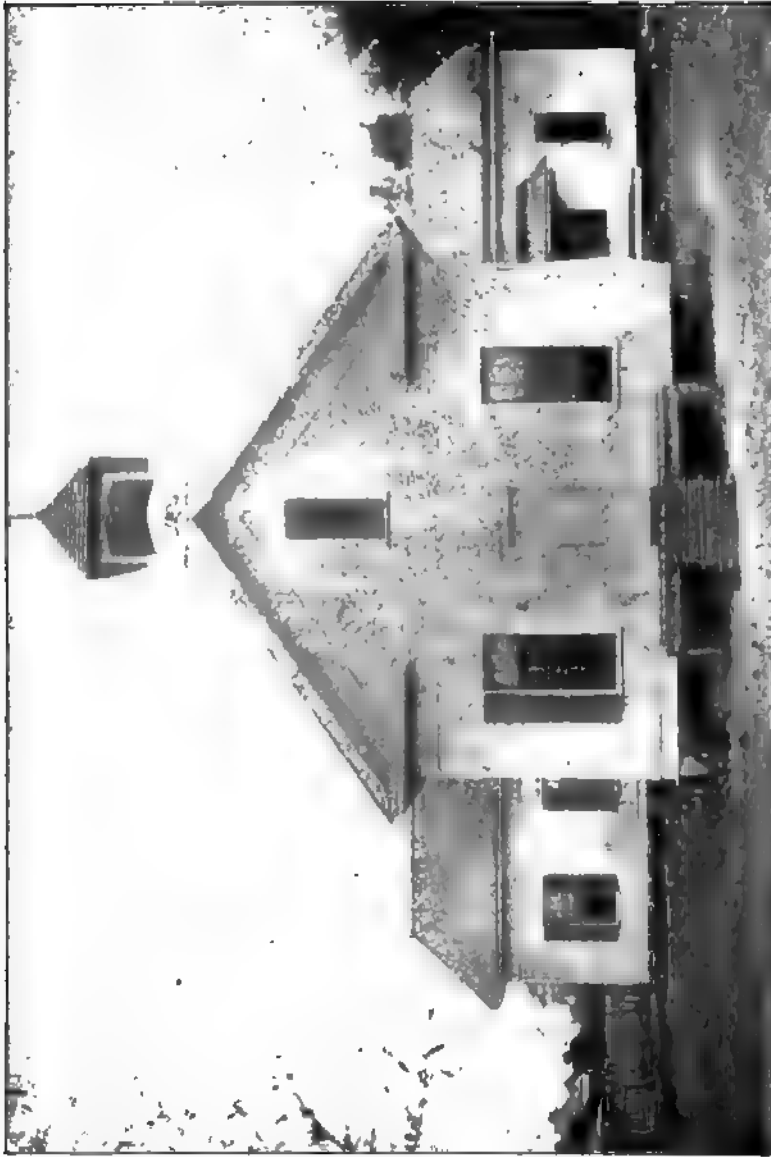
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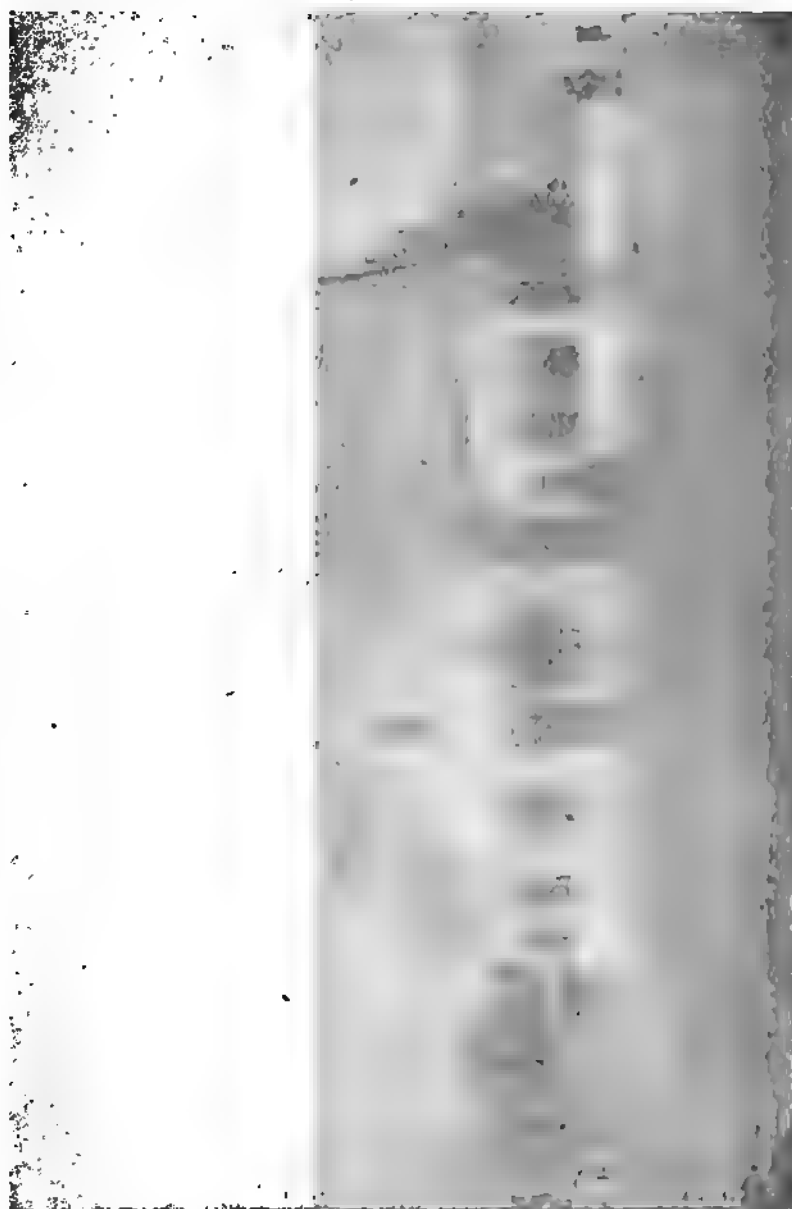
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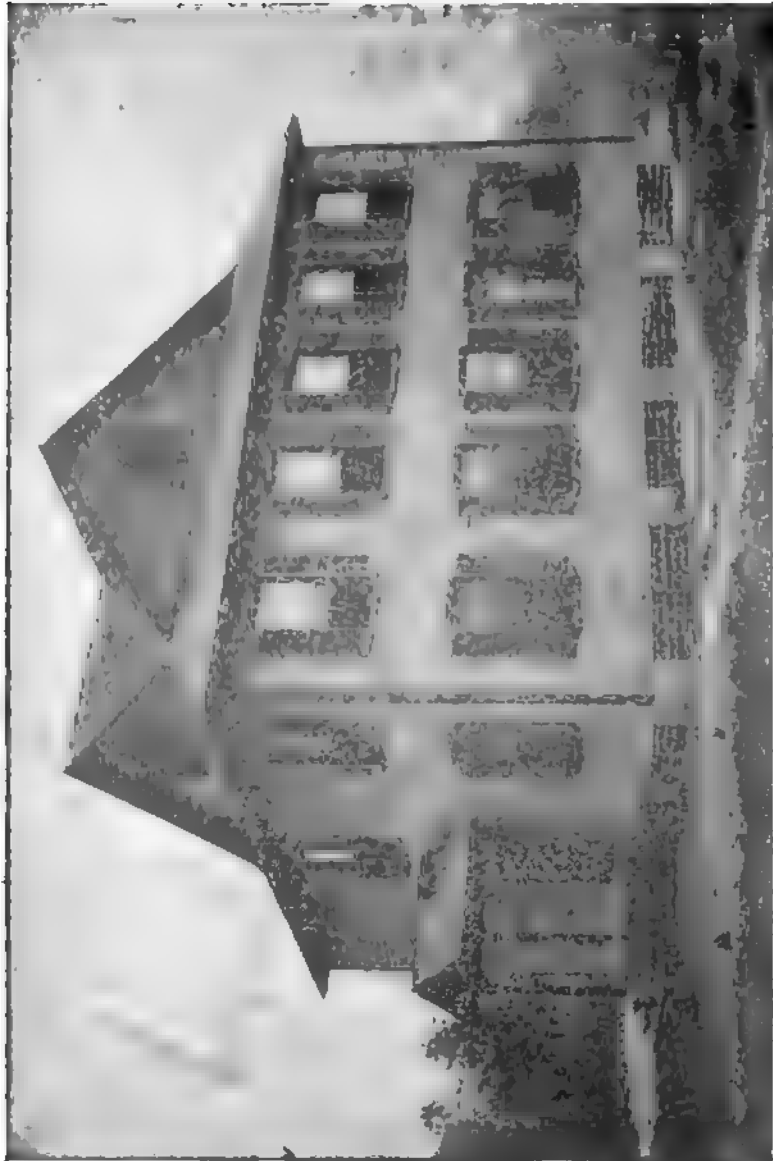
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**Miss MAMIE RIDENHOUR**, Assistant.





## BRISTOL PUBLIC SCHOOL.

BRISTOL, LIBERTY COUNTY, FLA.

The Bristol School is pleasantly located on a 10-acre lot at Bristol, Fla. The building was erected in 1894. Prof. L. H. Carter, assisted by Mrs. Agnes Edwards, taught a term of eight months during the school year 1894-95, with an attendance of 97 pupils. Prof. S. Warren, taught a Normal school at Bristol, embracing the months of August and September of 1895. Prof. Warren, assisted by Miss V. A. Solomon, taught a term of four months, during the school year 1895-96, with an attendance of 71 pupils. During the school year 1896-97, the Bristol School was taught by Prof. Warren as principal, and Miss F. E. Sheppard and Miss Seanie Strickland as assistant teachers, for a term of four months, the attendance being 101 pupils. Prof. C. L. Swain, assisted by Mrs. Agnes Edwards, taught a term of five months for the year 1897-98, with an attendance of 84 pupils. For the present year 1898-99, the school has been taught by Miss Texie Lipscombe, principal, and Miss V. A. Solomon, assistant. Term four months, with an attendance of 78 pupils.

THE PRINCIPAL.

## PALMETTO HIGH SCHOOL.

PALMETTO, MANATEE COUNTY, FLA.

This institution is established in Palmetto, Manatee county, and has been in operation three years. The structure is the best educational one in the county; was erected at a cost of \$2,700; is pleasantly located in the midst of a fine agricultural section inhabited by a refined, moral and progressive population.

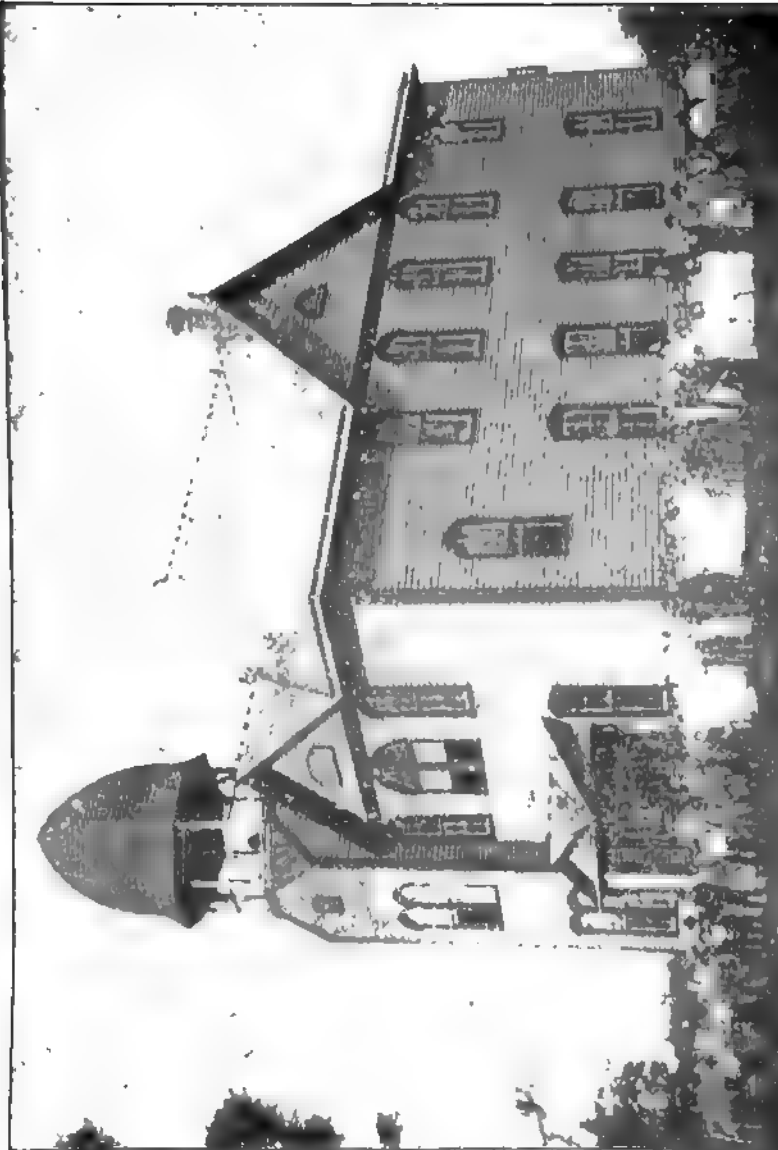
The session of 1897-98 was more successful than the preceding term; and the success of the present term of 1898-99 is even more pronounced. The enrollment is 150 pupils in three departments. Norman E. Young is principal, Miss S. M. Rowlett, first assistant, and Mrs. Lola I. Sims, second assistant. There is harmony among patrons, teachers and pupils. It is the intention of the officials to enlarge the curriculum in the future, to employ four teachers, and to leave nothing undone to make the school a leading one in Southern Florida.

NORMAN E. YOUNG,

Principal.



BRISTOL PUBLIC SCHOOL.



PALMETTO HIGH SCHOOL.

## MANATEE COUNTY HIGH SCHOOL.

BRAIDENTOWN, FLA.

This institution was organized and established in the year 1892 by the Board of Public Instruction, aided by the thoughtful and generous citizens of Braidentown.

This year marks the highest enrollment of pupils in the High School.

The County Board has separated the Primary School, from the High School, placing it under different management; although the former uses the same building as the latter.

The course of study is so arranged with reference to the county schools that advanced pupils from the same may complete the year's work at the High School. It is gratifying that the number of pupils taking advantage of this wise provision of our County Superintendent and Board is increasing.

Braidentown, on the broad and lovely Manatee, protected from the frosts that have blighted fields and groves elsewhere, offers excellent material, social and educational advantages to those seeking a genial climate.

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MRS. S. C. STUART, Assistant.

## OCALA HIGH SCHOOL.

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This is one of the oldest and ranks among the most progressive High Schools in the State. The building is large and handsome, is heated by steam, well furnished, and cost \$10,000. The term is eight months, six being paid for by the County Board of Public Instruction, two by the Trustees of the Sub-district—a levy of three mills is made upon the town to aid in the support of this school and Howard Academy. The enrollment is above 400. The course of study embraces eight Grammar grades and three High School grades. The subjects taught in the High School Department are such as are found in the curricula of the best High Schools.

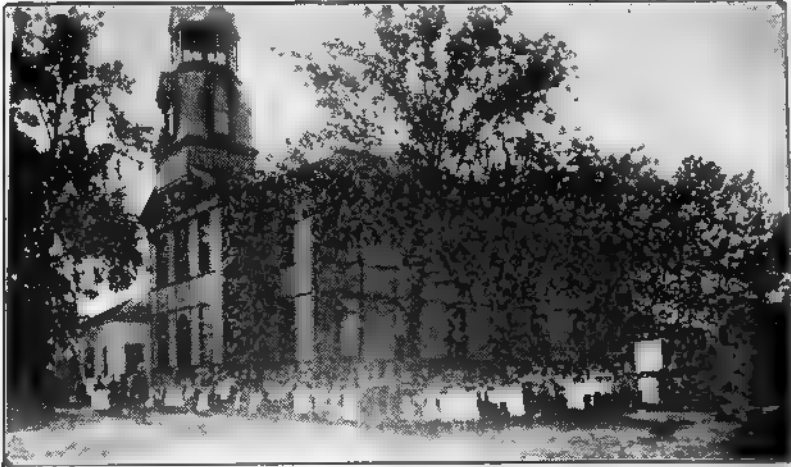
An Annual Commencement is held, when the graduates number from five to fifteen. The school is open to the patronage of advanced students from the whole county, many being enrolled from the country districts.



MANATEE COUNTY HIGH SCHOOL.

The following is the present faculty, the principal and several assistants having been in the school for five years:

Primary Department, Miss Nellie C. Stevens, Miss Fannie Clark; Intermediate Department, Miss Irina H. Porter, Miss



OCALA HIGH SCHOOL.

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### HOWARD ACADEMY.

(For Negroes)

OCALA, FLA.

This school is beautifully located on a high terrace in the western part of the city of Ocala. It has ample grounds and a commodious building, erected in 1897 by the County Board of Public Instruction and the City Council at a cost of \$3,500. The enrollment in 1897 was 397; in 1898, 329. The term in '97 was five months, in '98, eight months.

The course of study is the one prescribed by the County Board of Public Instruction. It embraces eight grades, with Primary, Intermediate, and Grammar School Departments.

The pupils and patrons, with the aid of the teachers, have furnished a 125-pound school bell, an organ, and an American flag. A number of beautiful shade trees have been set and are growing upon the grounds.

The faculty is as follows: B. F. Hartwell, Principal; Chas. H. Stewart, Miss M. A. McClellan, Mrs. J. K. Stewart, Mrs. I. P. Hall, Miss A. E. Murray, Miss I. J. Small, and Mr. A. A. Jones. (Cut so defective, picture left out.)

### SEARS SCHOOL.

KEY WEST, FLA.

This is the first public school established in the city in the year 1870. The building, now used, which is situated in the business part of the city was erected in 1874. It has



SEARS SCHOOL.

three floors and nine apartments furnished with folding double desks.

The course of study is divided into nine grades, and includes all the studies required in the "State Uniform Exam-



ination" for teachers' first grade certificates, and General History, Natural Philosophy and Book-keeping.

To graduate, the pupil is required to pass the regular examination required by the State for teachers and secure a first grade certificate, or rank 80 per cent. in second grade and have a good class record in the other branches required in first grade. Since 1892 the number of pupils as well as the grade has advanced fully 100 per cent. The Primary grade has been divided and another teacher appointed to teach in an adjoining building, fitted for the purpose.

The school is under the principalship of B. C. Nichols, with nine assistant teachers. The greatest number enrolled during the year 1897-98 was 810, with an average of 531.

Since the war with Spain, many of the patrons of the school have changed residence, which necessarily reduces the number in attendance for this year. Last year six of the scholars of this school received diplomas, two of whom received first grade certificates as teachers.

B. C. NICHOLS, Prin.

## APOPKA GRADED SCHOOL.

APOPKA, FLA.

Apopka, situated in Orange county at the intersection of the Florida Central and Peninsular and the Florida Midland railroads, is noted for its cultured, progressive, and liberal citizenship. So when it was proposed in 1896 to form a sub-district, levy a tax, and erect a suitable school building, there was no opposition.

A handsome frame structure containing four large rooms and two halls was constructed at a cost of \$2,500. The finishing is elegant, and it is supplied with modern furniture and appliances.

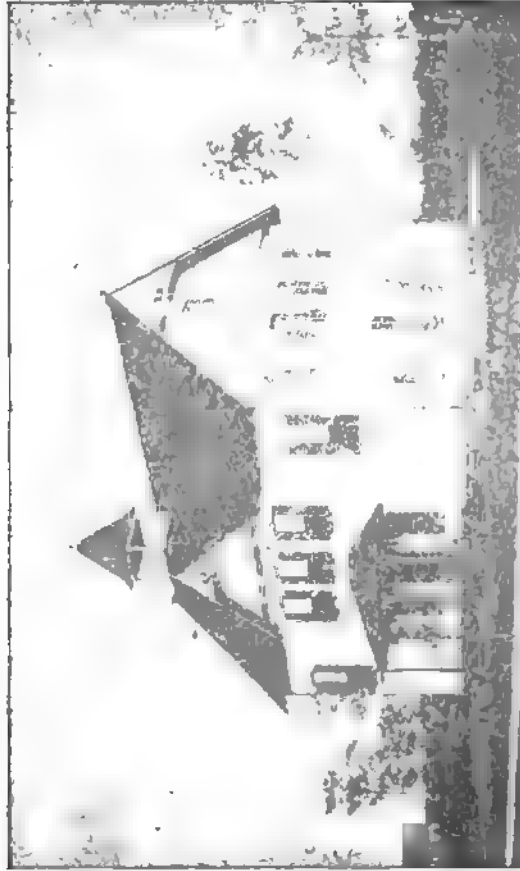
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At the close of the term in May, 1898, failing health compelled him to quit the profession.

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The higher department does thorough, practical work in the common school branches, also in algebra, geometry, Latin book-keeping, etc.

The average enrollment for two years past has been



APOPKA GRADED SCHOOL.

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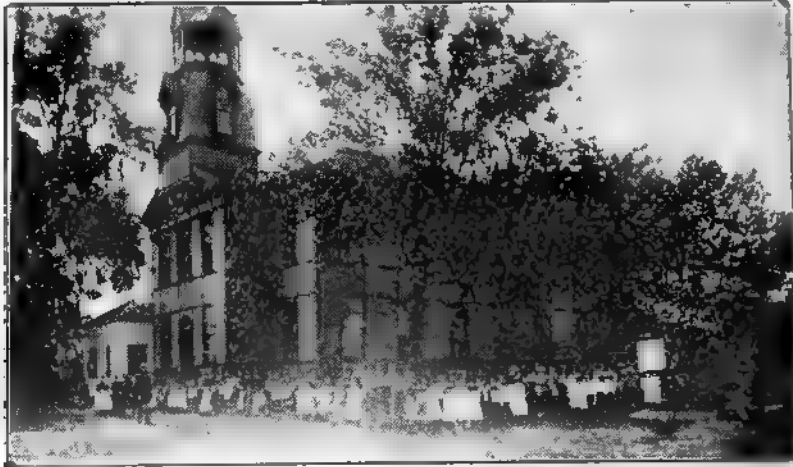
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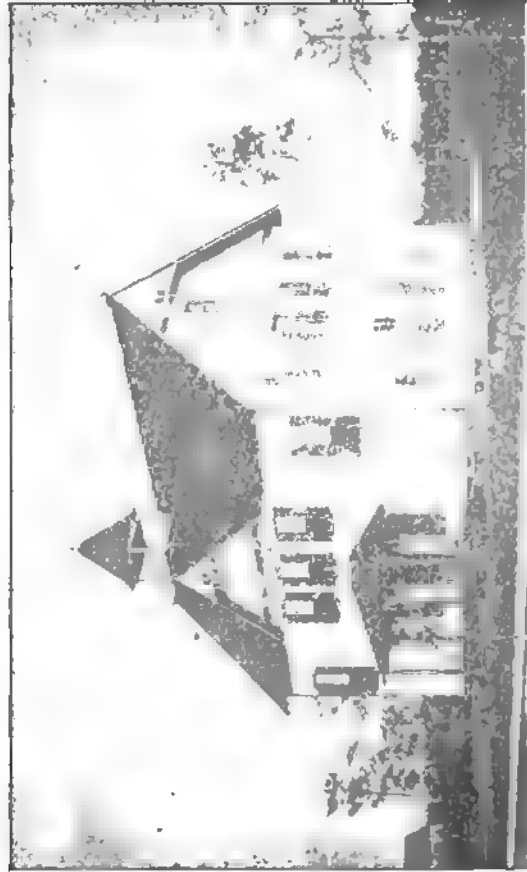
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The length of the term is usually seven months.

L. C. RAY,  
Principal.

## HOPPER ACADEMY.

(For Negroes.)

SANFORD, FLA.

Hopper Academy is located in Sanford, Orange Co., Fla.

In 1881 a lot was donated to the people by the Land and Colonization Co., upon which was erected a building 20x30 feet.

In 1886 the present principal, with one assistant, was appointed to the position. Realizing the need of better accommodations, the building as seen in the cut was erected in 1890, through the strenuous efforts of teachers and parents, the school having increased to an enrollment of 220 pupils and four teachers.

The building is 30x52 feet with five comfortable rooms, and two spacious halls. Each room is supplied with furniture and good black-boards. The building was erected at a cost of about \$2,000, one-fifth of which was furnished by the City Council.

The present faculty consists of W. C. McLester, Principal; Mrs. W. C. McLester, Mrs. A. R. Hamilton, Mrs. M. J. Duhart, Miss C. E. McKinney.

Enrollment of students 191. The course of study pursued is that planned by the Board of Public Instruction of Orange county.

Students completing the course have become public school teachers of the county.

W. C. McLESTER,  
Principal.



HOPPER COLORED SCHOOL.

## OSCEOLA HIGH SCHOOL.

KISSIMMEE, OSCEOLA COUNTY, FLA.

What is popularly known to the people of the county as Osceola High School is composed of High School, Grammar, Intermediate, Primary, Music and Art Departments—eleven grades all under one management, and requiring a faculty of seven teachers.

The enrollment for the year '97-'98 was 271, forty of whom were in the High School department.

As the vast majority of its graduates do not enter higher institutions, the curriculum is somewhat higher than the High Schools that serve simply as preparatory to colleges, and comprises a full four years' course in History (Ameri-



OSCEOLA HIGH SCHOOL.

can and General), English, Latin, Mathematics and the Sciences—Mental, Moral and Physical.

The present building was erected during the summer of 1898 at a cost of \$5,000, and contains in addition to eight commodious recitation rooms, an auditorium with a seating capacity of 500. It also has 1,000 square feet of slate black-board and a complete system of electric bells.

As all the other schools of the county are graded to the High School, people living out of town experience no difficulty in entering their children after the other schools are closed, thereby securing nine months' tuition at the very small additional cost of only a few months' board; and as they are coming more and more to realize this fact, it is quite likely that the enrollment for this year will reach three hundred.

F. B. SHIPP,  
Principal.

## GRADED AND HIGH SCHOOL.

DADE CITY, PASCO COUNTY, FLA.

The school as organized, when it came under the management of the writer in 1896, was composed of a principal and three assistant teachers, who were recommended by a board of three trustees.

The school, last year, had an enrollment of 160 legal pupils, under a corps of five teachers, and the results accom-



PASCO COUNTY GRADED AND HIGH SCHOOL.

plished were a credit to the institution. Besides the legal pupils, fifteen of the county teachers were in attendance for periods of from two to four months. The superintendent, Hon. D. O. Thrasher, reports that the most effective work in the county is accomplished by the teachers from this school.

At the inception of this school, the people, to a limited extent, murmured on account of one school being favored

more than another as to length of term, but any prejudice that may have existed has passed away, and they are now complaining because of threats of curtailing the length of the term.

The school this year, is under the management of the writer and four excellent assistants: Prof. H. S. Phillips, Mrs. Jno. B. Johnston, Miss Mary McCullough, and Miss M. L. Wever. The attendance is larger than ever before, and we number pupils from all sections of the county, and again the county teachers are with us.

The course of study is modeled after the best graded schools in the State, and has the approval of our State Superintendent, while the ends sought to be attained by the institution, are the fitting of boys and girls to be self-sustaining men and women, and the developing of their highest social and moral faculties. Some of the means of attaining these ends are; the insistence that all branches be thoroughly taught and completely mastered, and that all information gained be put immediately into practice, that all knowledge acquired, in the more advanced departments, be arranged and studied synoptically.

Examinations are held bi-monthly, as much for the use of the teachers as for the testing of the pupils, since they afford the teachers an opportunity of knowing what particular parts of subjects have not been so fully developed as to enable the pupils to master them.

The greatest needs of the school are, more room and more teachers.

ROBT. M. RAY,  
Principal.

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## SUMMERLIN INSTITUTE.

BARTOW, POLK COUNTY, FLA.

Summerlin Institute is named for its founder, the late Mr. Jacob Summerlin, a gentleman full of public spirit and faith in the free school system.

This handsome brick structure, considered by many the finest public school building in Florida, was erected in 1888, at a cost of \$20,000. It contains seven commodious and well-lighted rooms, furnished with patent desks, and every modern appliance for successful teaching. There are also recitation rooms and a well-equipped chemical laboratory. Valuable physical apparatus has been purchased, in-



SUMNERLIN INSTITUTE.



cluding three large microscopes (one compound), twelve botanical microscopes, and a four-inch telescope valued at \$250.

The leading facts in the history of the school up to June 1896, appear in the Bi-ennial Report, and were supplied by Dr. W. F. Yocum, who was then its distinguished principal, and under whose able management the school attained such a high degree of efficiency. He resigned in 1897, to accept the Presidency of the State Agricultural College, and was succeeded by Prof. Arthur Williams, the present principal, who, with an excellent corps of teachers, is maintaining the reputation of the school. During the year closing May 1898, there were entered 194 male and 236 female students, a total of 430, the highest enrollment in the history of the school. The high school department numbered nearly 70 students, thirteen of whom completed the four years' course and received diplomas. Their graduating exercises were interesting, and included a Baccalaureate sermon by Dr. Yocum, and an address by Dr. J. F. Forbes of Stetson University.

A special exhibit of school work from this institution was made at the Polk County Fair, March 1898, which attracted considerable attention. One of the chief factors in the recent progress of the school has been the admirable primary work of Miss Schwalmeyer, one of Col. Parker's trained teachers, and the best results must follow such good early training.

The enrollment has outgrown the seating capacity of the school, and steps are being taken for the erection of a new high school and auditorium, upon an adjoining lot, already secured for this purpose. From the sub-district tax collected last year the sum of \$2,000 has been set aside as a building fund, and the present year's collection will double this amount, so that this summer, no doubt, there will be erected another fine building.

The total income of the school for the year from all sources amounted to \$5,850. Messrs. B. F. Holland, J. S. Wade and B. F. Blount constitute the present Sub-District Trustees. The Summerlin Institute trustees now serving are Messrs. Jasper Summerlin, Chairman; C. C. Wilson, Warren Tyler, D. W. Stanley and A. G. Zipprer.

The teachers at present employed are as follows:

Arthur Williams, Principal;  
Miss Benella Davenport, High School Department;

Miss Rowena Longmire, Grammar School;  
 W. F. Alderman, Sixth Grade;  
 Mrs. C. E. Bayley, Fifth Grade;  
 Miss Minnie Granger, Fourth Grade;  
 Miss Alice Hicks, Third Grade;  
 Miss Julia Humphries, Second Grade;  
 Miss Maud Schwalmeyer, First A. Class;  
 Miss Maude Hooker, First A. Class.

Summerlin Institute is recognized as the Polk County High School, and the course of study is arranged by the County Board of Public Instruction, who also conduct the examination for entrance into the High School department. The curriculum includes a Commercial Course. A Normal class conducted by the principal during the second term of four months, and all subjects required for the teachers' examination are thoroughly reviewed.

ARTHUR WILLIAMS, Prin.

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## ST. AUGUSTINE PUBLIC SCHOOL.

ST. AUGUSTINE, FLA.

There has always been more or less opposition to public schools in St. Augustine, but this feeling is gradually passing away.

In 1832 the United States government gave to the city a piece of land to be used for the education of white children.

The opposition to "free schools" was so great that a suitable building was not erected on this lot until in 1858, and by the time it was completed the hostility towards such a school was so great that the city council could not levy a tax to support the school and the building was used for other purposes.

In 1868 the friends of the public school received an offer from the agent of the Peabody Fund to supplement any funds raised by subscription for the support of the school. This was gladly accepted, the school opened and has been in successful operation ever since.

The school has grown rapidly in size and in popularity. To the modest two story brick building have been added three two-story buildings, so that at the present time the building contains eleven rooms. Each room is well equipped with furniture and educational aids.



The High School is especially well supplied with apparatus and has chemical and physical laboratories with all the necessary appliances for individual work on the part of the pupils.

#### SCHOOL LIBRARY.

During the last year a school library has been added to our High School department. This has been of inestimable value to both pupils and teachers. It is the purpose of the School Board to keep this library well supplied with such books as are needed in a school of this kind.

We have an eight years' course in the Grammar School and a four years' course in the High School. The building and equipment is valued at \$12,500.

The present faculty of the High School is:

Prof. J. W. McClung, Principal;  
Prof. O. P. Steves, Assistant Principal;  
Prof. W. S. Cawthon, Second Assistant;

#### GRAMMAR SCHOOL.

Miss Evelyn Hamblen, Eighth Grade;  
Miss Bessie Moore, Seventh Grade;  
Miss C. A. Sherman, Sixth Grade;  
Miss Ida V. Bryan, Fifth Grade;  
Miss Elise Alexander, Fourth Grade;  
Mrs. M. Reese, Second and Third Grades;  
Miss Winnifred Young, First Grade.

J. W. McCLUNG,  
Principal.

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## SUWANNEE COUNTY HIGH SCHOOL.

LIVE OAK, FLA.

#### PRESENT FACULTY.

J. H. Fulks, Principal;  
Miss Clem Hampton, First Assistant;  
Miss Georgia Borger, Second Assistant;  
Miss Trannie Wiggins, Third Assistant;  
Mrs. Alice Fulks, Fourth Assistant.

The enrollment for the past two years has been about 275.

The term was eight months in '97, and seven months in '98.

The building is valued at \$4,000.



Within the past two years the school has added to its instrumentalities, several hundred feet of hyloplate blackboard, one cabinet of weights and measures for teaching compound numbers, and numerous appliances for primary and objective teaching, reading chart, arithmetic chart, and general chart.

In addition to the usual eight grades of elementary work, there is a two years' High School course, intended to cover the ten branches required for a State Certificate.

From this course, we have graduated one pupil in 1897, two in 1898, and have a class of three to graduate in 1899.

J. H. FULKS,  
Principal.

## DAYTONA HIGH SCHOOL.

DAYTONA, VOLUSIA COUNTY, FLA.

This school has an enrollment of 218, taught by six teachers.

The building has been recently enlarged and newly furnished. Particular attention has been paid to proper lighting, heating and ventilating.

The school is open to all pupils of the county, being for the east coast.

It is supported by the county and this revenue is supplemented by a three-mill sub-district tax, which amounts to \$1,102.34. The term is eight months.

J. B. PARKINSON,  
County Superintendent.

## DELAND HIGH SCHOOL.

DELAND, VOLUSIA COUNTY, FLA.

This school was organized this year with 214 pupils, under Bert Fish as principal.

The building contains eight rooms and a large office, is heated by furnace, is fitted with the latest improved furniture, slate blackboards on which only dustless cryon is used, is well lighted and ventilated.

This school is open to all pupils of the county, being for the west side of the county.

It is supported by the county, supplemented by a three-



DANFORTH HIGH SCHOOL.

mill sub-district tax, which amounts to \$1,389.24. The term is eight months.

This year the first grade only of High School work will



NEW DELAND HIGH SCHOOL.

be taught. One or more grades will be added each year until the full course is reached.

J. B. PARKINSON,  
County Superintendent.



## DELAND GRADED SCHOOL.

(For Negroes.)

Prior to October 1898, this school was conducted in a frame, unceiled building, in an undesirable location; but since its erection, in 1892, through the efforts of Prof. Ly-mus F. Johnson, its enrollment and general advancement have steadily increased.

The County Board for the session of 1898-99, opening Oct. 17th, provided a better location, a better building and apparatus.

The present building is located in the eastern part of town on the north-eastern slope of a hill, on the apex of which stands the College Arms Hotel. The lot contains about two acres. Dozens of tall pines and many large oaks serve to beautify the grounds. To these were added on Arbor Day, twelve other trees—umbrellas, cherries, magnolias and oaks—and many flowers.

The house is a one-story, four-room, plastered frame building, with about 200 square feet of black-board surface in each room. Each room is fitted with patent desks, and other fixtures. With better facilities, better work is being done. Appreciation of the improvements manifested itself in an opening attendance of 190 pupils, which soon increased to 227, and now completely fills the capacity of the building.

The sessions of 1896-97, and 1897-98 were successfully conducted under the principalship of Prof. J. E. Bowman, with four departments, and a total enrollment of 183. The present faculty is:

Miss Julia V. Hankerson,  
Miss Angeline Williams,  
Miss Maggie H. Williams,  
I. S. Hankins, Principal.

Work is now being done in eight grades, which with contemplated improvements may be extended to the tenth grade another year. The present session, like the previous one, will be seven months, five being paid for by county funds, two by the sub-district tax.

Miss Ethel Pool, of Lynn, Massachusetts, presented the school a number of books (text, and reference), which are soon to be placed in the library of the school.

I. S. HANKINS,  
Principal.



COLORED GRADED SCHOOL, DELAND, FLA.

## GRADED AND HIGH SCHOOL.

CRAWFORDVILLE, WAKULLA COUNTY, FLA.

Crawfordville is 22 miles south of Tallahassee and three miles east of the C. T. & Ga. R. R., and is the county seat of Wakulla county. It is a small town centrally located in the most healthy portion of the county.

This school was opened the first of last October, as the County High School, and promises to be a success. It has been carefully graded and, in addition to the regular eight



WAKULLA COUNTY GRADED SCHOOL.

grade course, special High and Normal school courses are offered to teachers, to pupils preparing to enter college and to others desiring high school training.

The school building recently completed contains three large class rooms and cloak rooms. Two of the class rooms are at present well finished, furnished, seated and heated.

The enrollment is now 70 pupils with a prospect of its soon being larger. The teachers are: Prof. Geo. W. Camp; Principal; Miss Mamie Farley, Assistant.

GEO. W. CAMP.

## CHAPTER X.

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### **Proceedings of the State Convention of County Superintendents.**

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A condensed report of the proceedings of the State Convention of County Superintendents, held at Live Oak, Feb. 9-12, 1897, was published as an Appendix to the last Biennial Report from this Department.

The next year the Convention was held in Jacksonville, March 16-18, 1898, at which every County Superintendent, except four, answered to roll call. The following were the absentees: Supt. Rufus M. Yent, of Franklin County; Z. Jones, of Lafayette; W. W. Bostick, of Lee, and W. M. Rowlett, of Manatee. This was pronounced by every one who attended, so far as my information goes, a most profitable meeting. My own observation compels me to say that no other agency has had so much influence in improving County school administrations. From the discussions, many of the Superintendents get a more intelligible comprehension of the meaning and spirit of the law, a clearer conception of the duties, privileges and responsibilities of school supervision, all of which result in producing more enthusiastic, uniform and progressive management of county schools.

The declaration may be wanting somewhat in modesty, but there is no body of men within the State so capable of rendering intelligent opinions of needful reforms in the statutes and in methods of school government. This claim is made, while admitting that some are a trifle too indifferent, others not as well qualified as they might be, and still others are tinged with some crankiness on certain lines. Still, their experience, intelligence and interest insure that the sentiments of a majority of the body are the best authority and the safest counsel to follow on all questions pertaining to the laws and other matters educational. This claim is not made for the opinion of any one individual, but for the conclusion reached by a majority of the body after discussion.

The following are the general topics discussed, under various subdivisions, at the Jacksonville meeting: Text-books, Teachers' Summer Schools, School Revenues, County School

Supervision, School Boards, Sub-Districts, Teachers' Examinations, and many minor questions grouped under a miscellaneous head.

The most important and possibly the most tangible work of this meeting grew out of the discussion on Text-books, resulting in the appointment of an Advisory State Text-book Committee, composed of four County Superintendents, three leading teachers and the State Superintendent. It was made their duty to examine and to endorse to County School Boards, two or three sets of text-books best adapted, in their judgment, to the wants of the schools of the State. Representing the County Superintendents on this committee were N. W. Eppes, L. W. Buchholz, John C. Compton and S. Phillips; representing the teachers were Dr. W. F. Yocum, Miss Benella Davenport and J. H. Fulks. After much previous investigation, this Committee met in Jacksonville on the 16th of June and spent two or three days in arduous labor in examining and discussing the merits of text-books, previously examined, and on reaching a conclusion as to which were deemed best, their report was printed and circulated extensively throughout the State. A copy of this report may be had by addressing the Secretary of the Committee, S. Phillips, Bronson, Fla., or the State Superintendent. While the report of this committee went forth without the authority of law, still many County School Boards used it as a guide in adopting books for the next quinquennium, and, in my judgment, acted wisely in so doing.

The report of this committee did not escape criticism, as was expected it would not, for there are many who have their own peculiar views on the merits of text-books, and there was too much capital interested in the book business, it being impossible to give all as large a share of such endorsement as was desired, and, of course, capital can always find those (even in the ranks of teachers), willing to write for a fee or to curry favor with financial backing. As a whole, the books endorsed by this Committee are excellent, and the full result of the Committee's work has not yet been reaped. The books endorsed by it will stand the test of investigation; attention being called to them, many of them will yet take the place, by degrees, of the out-of-date books still in the hands of the children in many sections.

The Jacksonville Convention reached conclusions on many other subjects, to-wit: That School Revenues now provided by the laws are insufficient to make the public schools a consummate success; that the State must ulti-

mately be disappointed in the results of public education, unless more liberal provision be made for sustaining the schools for longer terms, and under the guidance of more professional and higher-priced teachers than the funds in hand will command. It was unanimously agreed that *weak and cheap teachers are in the end the most costly*, and while partial provisions are made for the support of the schools, that it would be wise public economy to enable the schools to do well (and all) the work of education.

It was almost unanimously agreed that the greatest barrier in the way of public education is the limitation in Sec. 8, Art. XII., of the Constitution, *restricting the county school levy to a maximum of five mills*, and withholding from County School Boards the power to fix the rate of the county school levy.

#### THE REAL OBJECT OF THIS CHAPTER.

The object of this chapter is not to report the proceedings of the Convention held in Jacksonville, but of the one more recently held in Monticello—it would require too much space to publish the action of both meetings.

The Monticello Convention did not come within the time limit embraced in this Report, but as it occurred before its publication and is the last expression of the body of County Superintendents before the meeting of the Legislature, it is deemed best to publish the proceedings of this last meeting.

Below will be found the program of the Monticello Convention, with a number of the prepared utterances on many of the important topics, and outlines of the salient points brought out in the extemporaneous discussions, taken by Miss Gertrude Dzialvnski as official stenographer.

At the close of this chapter is recorded the results of ballots expressing the majority opinion of the Convention on several resolutions, looking to the enactment of laws or to the amendment of some now in force. Owing to the zero weather then prevailing in the northern part of the State, only twenty-two of the forty-five County Superintendents were present; however, it would be safe to say that the result of no ballot would have been different had the entire body been present and voting.

The attention of the Legislature is called to the following discussions, particularly to the ballots upon the propositions pointing to changes in the law. It should not be forgotten that these ballots express the honest convictions of *not one man*, but of a majority of those standing nearest the schools, feeling the deepest interest in them and know-

ing, by actual experience and daily study, the strong and weak points in the law, and what is needful to make the schools more successful and capable of fulfilling the mission for which the State levies the school tax.

## STATE OF FLORIDA.

### Convention of County Superintendents and Other County School Officers.

MONTICELLO, FEBRUARY 13-16, 1899.

*The first address upon any topic will be limited to ten minutes, and all others to five minutes; extension of time may be granted by the body.*

## PROGRAMME.

Place of Meeting—Opera House.

### MONDAY, FEBRUARY 13—8 o'clock P. M.

Invocation.

Address of Welcome.....Hon. T. L. Clark.  
Responses—(From the South).....Supt. S. Philips.  
                  (From the West).....Supt. E. L. McDaniel.  
Election of Secretary, Announcements, etc.

### TUESDAY, FEBRUARY 14—9 o'clock A. M.

Invocation.

#### 1—Teachers' Summer Schools:

- (a) Do results warrant their continuance; what should be their aim and course of study; do conditions admit of the elimination of academic instruction; shall appropriations therefor be insisted upon?  
.....Supt. J. H. Girardeau.  
Discussion opened by.....Supt. W. M. Holloway.  
Continued by .....Volunteers.

#### 2—Assigning Teachers and Fixing Salaries:

- (a) Does the law conferring upon School Boards power to assign teachers and to fix their salaries produce the best results; should their salaries be uniform; if not, what points should be considered in adjusting them?....Supt. R. Q. Baker.  
Discussion opened by.....Supt. F. G. Schell.  
Continued by .....Volunteers.

2:30 O'CLOCK P. M.

## 3—Compulsory Education:

- (a) Does there exist necessity for a law requiring attendance at school; if so, what limitations should attach to such a law; would the masses endorse it; would the results compensate for the friction generated? ..... Supt. E. L. McDaniel.

Discussion opened by ..... Supt. E. H. Reynolds.

Continued by .. ..... Volunteers.

## —City School Systems:

- (a) Would the establishment of City School Systems be conducive to the general advancement of education in the State; if best for the cities, what compensation would accrue to the rural schools by the separation?..... Supt. Geo. P. Glenn.

Discussion opened by..... Supt. N. B. Cook.

Continued by .... ..... Volunteers.

8 O'CLOCK P. M.

Music.

(Monticello Male Quartette.)

Address—The Unwritten Obligations of the County

Superintendent..... Supt. J. H. Sanis.

Music.

Address—The County Superintendent and His Op-

portunities..... Supt. J. C. Compton.

Music.

Address—How to Establish a Profession of Teach-

ing in Florida..... Supt. L. W. Buchholz.

WEDNESDAY, FEBRUARY 15—9 O'CLOCK A. M.

Invocation.

## —School Revenues:

- (a) Are the school terms sufficiently long, the buildings and appliances ample, the salaries of teachers great enough to retain the necessary talent in the profession, to insure progress in educational development?..... Supt. E. L. McDaniel.
- (b) Can the present revenue laws be made to yield ample funds to advance materially the schools beyond their present status?.. Supt. J. E. Hanna.



(c) Would amending Section 8 of Article XII. of the State Constitution, by striking the words "nor more than five mills," and conferring upon County School Boards the power to make school levies, remove the chief obstacle to advancement? If so, should it be done?.....Supt. C. S. Young.

(d) Is it advisable to borrow money to conduct schools, on the plea of keeping warrants at par? .....Supt. J. R. Key.

(e) Should Sub-district laws be abolished, if the five mill maximum be stricken? How seriously did the amendment taking fines and forfeitures from the school fund cripple school revenues; what is the most equitable basis upon which to apportion State School Funds?..... Supt. G. P. Glenn.

Discussion opened by.....Supt. S. Philips.

Continued by .... Volunteers.

#### 6—Examination and Certification of Teachers:

(a) Do the fruits of the present system justify its retention; are amendments to the law needed affecting the term of validity and the number of certificates re-issuable to the same individual? .....Supt. T. W. Ralph.

(b) Do Grading Committees, as now created, give satisfaction; if not, what amendments to the law are suggested?.....Supt. A. J. Wooldridge.

(c) Does experience justify the retention of the law providing for Special Examinations and Temporary Certificates?.....Supt. S. M. Revell.

(d) Is it desirable to re-establish Special Certificates for primary work?....Supt. J. L. Hollingsworth.

Discussion opened by.....Supt. W. W. Bostick.

Continued by .... Volunteers.

2:30 O'CLOCK P. M.

#### 7—Text-Books:

(a) Is uniformity to any extent preferable; to what extent; is it desirable for the whole State?.....  
.....Supt. S. Philips.

(b) What are the arguments in favor, if any, of creating a State Text-Book Committee to examine and to endorse several series of books from which County Boards must make adoptions?.....  
.....Supt. N. W. Eppes.

- (c) Is the experiment with the Free Text-Book System sufficiently satisfactory to commend its adoption by all counties, or by the State?.....

..... Supt. W. B. Hinton.

Discussion opened by.....Supt. A. M. C. Russell.

Continued by .....Volunteers.

—Sub-district Schools and the Laws Appertaining:

- (a) Is the law operative; what difficulties arise in its execution; have the results of the system been such as to justify the perfection and retention of the law?.....Supt. J. B. Parkinson.

- (b) With a maximum levy of five mills and school funds still inadequate, what alternative is left? .....Supt. W. D. Carn.

- (c) Give the reasons therefor and the amendments to the laws necessary to obviate friction and to perfect the sub-district system..Supt. C. S. Young.

Discussion opened by.....Supt. D. O. Thrasher.

Continued by .....Volunteers.

8 O'CLOCK P. M.

Music.

Address.....A. A. Murphree,

*President West Florida Seminary.*

Music.

Address .....C. L. Hayes,

*Principal State Normal School.*

Music.

Address .....Dr. W. F. Yocum,

*President State Agricultural and Mechanical College.*

THURSDAY MORNING, FEBRUARY 16—9 O'CLOCK.

—County School Officers:

- (a) What should be the essential qualifications to constitute eligibility for membership on a County School Board; would the efficiency of the body be enhanced by changing their term of office, their number, their succession, and the mode of selection?.....Supt. C. A. Snowball.

- (b) Is it expedient that the County Superintendent be made *ex-officio* a member of the School Board? .....Supt. A. J. Wooldridge.

- (c) What the requisite qualifications for a County Superintendent; what division of time should be made between office work and school supervision; what his real functions in visiting a school; what should be his attitude to the community; what portion of time should be devoted to official duties, and how should his salary be regulated?....

.....Supt. L. W. Buchholz.

Discussion opened by.....Supt. C. F. Kemp.

Continued by .... Volunteers.

#### 10—Amendments to the School Laws:

- (a) What amendments are imperative and what only advisable?.....Supt. J. C. Compton.

Discussion opened by.....Supt. J. H. Sams.

*Viva voce* ballot on each of the amendments above recommended.

#### MISCELLANEOUS.

- 11—(1) Should the system of grading pupils be uniform in a county?.....Supt. W. B. Lynch.

- (2) Should penmanship and book-keeping be made obligatory in the course of study?....Supt. P. F. Fisher.

- (3) Should the *three-mile limit* relative to the location of schools be observed, and attendance be restricted to the residents of the school district unless permits be granted by the Board upon reasonable grounds to attend school in another district?..Supt. R. Q. Baker.

- (4) Should a uniform system of Record Books be prescribed and furnished at State expense for the offices of County Superintendents?....Supt. Z. T. Merritt.


- (5) If school terms were materially lengthened, would the patrons send to school regularly enough to justify an 8 months term in the rural districts?.....  
.....Supt. R. L. Williams.

- (6) How may County Superintendents promote the establishment of Teachers' Reading Circles?.....  
.....Supt. J. L. Hollingsworth.

- (7) Is there necessity for County Teachers' Libraries, and how can they be managed to be helpful to the teachers?.....Supt. A. W. Mizell.

- (8) Is such a thing possible, and how may County Superintendents secure the establishment of Children's Libraries for each school?.....Supt. J. A. Jones.

- (9) Should attendance at County Teachers' Institutes be made compulsory?.....Supt. Z. Jones.  
 (10) Is public education in the rural counties really advancing?.....Supt. K. M. Tedder.

 The order of subjects may be changed, or any one dropped and another substituted, in the absence of objections.

### Adjournment.

Tuesday, February 14, on account of the extremely cold weather and delay in the arrival of the trains, the first session was not held in accordance with program, but on Tuesday morning. The Convention was called to order by W. N. Sheats, State Superintendent, in the chair. Supt. A. W. Mizell led in prayer.

Hon. T. L. Clark, Chairman of the Board of Public Instruction, of Jefferson county, delivered the following Address of Welcome:

"Mr. Chairman and County Superintendents: I have been asked to welcome you here and regret exceedingly that you are meeting with such a cold reception, that you have happened upon a time when we have had, perhaps, the coldest blizzard ever experienced in Florida in our life-time and possibly within the last hundred years. I regret that it has been so cold that many of your number have been kept away from here. The trains have been frozen up, the Committee of Reception have been frozen up, but we are gradually thawing out and will do the best we can for you, and hope to make you comfortable. We hope that you will feel the warmth of the friendship we have for you and for the cause in which you are engaged, and that this will make up for the cold reception you have received here at this time.

"To those of you who know anything about the people of Jefferson County, and of Monticello, it will seem a needless formality to make an address of welcome to you. It goes without saying that any body of representative men coming here, engaged in such a cause as this, will at all times and upon all occasions find a welcome from our people. It is a pleasure, and we deem it a privilege, to have you here among us. It is a pleasure to us to give you any aid and comfort we can, as we feel that we are so far contributing something to the cause of public education. It is a privilege to have you with us, for we feel that your meeting here will act as a stimulus on local schools, and encourage our people to work more zealously for the cause of education.

“It has been said that in proportion to population, wealth, etc., notwithstanding the disasters that have befallen us within the past four years, the State of Florida has contributed more money to the cause of education than any other State east of the Mississippi river. If this is true, and it is true that our people have been generous to our State Institutions, then, gentlemen, it is remarkable—remarkable that so much has been done and so willingly done by the people of our State, when we consider the general depression that has prevailed over the entire country for the past ten years, and the millions of dollars worth of property lost—the accumulations of a life-time—the low price of cotton, phosphate, etc., yet, nevertheless, with the strictest economy in everything else, we have kept up our contributions to the cause of public education in Florida. The people have paid cheerfully the taxes for school purposes, and now nearly every county is levying the maximum for county public schools. They have economized in everything else to raise that money, and they are paying it into the State Treasury, and to-day, while a dollar is worth in purchasing power twice what it was ten years ago, there are as many dollars coming in as before. If it is remarkable that our people have fostered our State institutions as they have, it is not remarkable, when the State has taken such an interest in it, that Florida stands so high in the scale of public education. And yet, while we have accomplished much, we have not done all that we, with our resources, ought to have done. To be plain with you, there is room for great improvement, and we can accomplish more with what we have to work with. In this age of free schools, this body of men, this body of County Superintendents, is the main spring, the motive power in the whole machinery. Give us the best and most competent State Superintendent that can be found, and yet, unless he is backed up by a corps of competent, progressive, reliable County Superintendents, the wheels of progress are blocked, so far as he is concerned. Take any county with the best School Board to be had, give them an incompetent Superintendent, or one who does not labor faithfully for the good of the cause and for the up-building of the county schools, and there is no progress there. Show me any county in Florida where the schools are flourishing and the people taking an interest in them, and I will show you there a competent, wide-awake, progressive Superintendent. Show me a county where there is a lack of interest in schools on the part of pupils, teachers, patrons, and the general public, and I will show you there a lazy, incompetent, unpractical, unprogressive Superintendent, a man who holds his office probably by *political pull* and simply for the money

there is in it. Now, if this be true, and it undoubtedly is true, then of how much importance to the cause of public education is this Convention to this work! How much is there to be gained by these meetings of County Superintendents, from their deliberations upon questions of practical importance in their work, their considerations of errors, of the improvements to be made, and of needed legislation. I say, gentlemen, of how much importance is it that you should meet and deliberate and receive the benefit of the experience and observation and learning of each other, and go back home better satisfied, better prepared, better equipped for your own work!

"We trust, gentlemen, that we can give you some assistance and make you comfortable. We hope that you will accomplish the work for which you have assembled. We regret that there are not as many present as we expected, but think many are excusable for not being here. We hope to see a few more of you yet, and we are here to do anything we can for your comfort and assistance. In the name of the people of Jefferson County, I extend you a hearty welcome here; and in behalf of the people of Monticello, I tender you the freedom of the town."

This address was responded to by Superintendent Philips, of Levy, on the part of South Florida, and by Superintendent R. Q. Baker, Superintendent McDaniel being absent, representing the western part of the State. Both responses were brief and appropriate.

A roll call showed the following sixteen Superintendents present at the opening session: W. M. Holloway, of Alachua County; F. G. Schell, of Bradford; J. H. Sams, of Brevard; C. S. Young, of Citrus; Z. T. Merritt, of Dade; Geo. P. Glenn, of Duval; John E. Hanna, of Hamilton; J. A. J. Hathaway, of Holmes; A. J. Wooldridge, of Jackson; J. H. Girardeau, of Jefferson; John C. Compton, of Lake; S. Philips, of Levy; C. A. Snowball, of Nassau; D. O. Thrasher, of Pasco; A. W. Mizell, of Suwannee; R. Q. Baker, of Walton; also Hon. T. L. Clarke, Chairman of the School Board, of Jefferson County.

S. Philips was elected Secretary, and Miss Gertrude Dzialynski, stenographer to the State Superintendent, assistant secretary.

Principal C. L. Hayes, of the State Normal School, was, by a vote of the Convention, made an honorary member and given the privileges of debate.

**TOPIC 1—TEACHERS' SUMMER SCHOOLS:**

*Do results warrant their continuance; what should be their aim and course of study; do conditions admit of the elimination of academic instruction; shall appropriations therefor be insisted upon?*

"Mr. Chairman and Fellow Superintendents. Some one who was wise and witty, and who, I suspect, had attended a Convention of County Superintendents, has added this new beatitude: 'Blessed is the man, who has nothing to say, and who can't be induced to say it.'

"The first sentence, very aptly describes my mental attitude, as I have very little to say, but unfortunately for you, I must attempt to say it.

"The subject assigned me for discussion, that of 'Summer Schools,' is one that I cannot hope to give any but the crudest and most superficial ideas concerning, for two reasons: First, because I have had no opportunities to make close observation of their effects upon those who have attended them; and Second, because the time has been too short to make use of the observations of others in preparing these remarks. I shall, therefore, briefly give my individual opinion unbacked by any more weighty testimony, and I beg to preface these remarks with the statement that I neither draw my inferences from, nor do I allude to, any particular Summer School. The only ones assigned my county during my term of office, were conducted with marked skill and ability by three very worthy gentlemen, whom I claim as personal friends.

1st. "Do results from Summer Schools warrant their continuance?" I should say, that while results have been disappointing and not such as were to be expected, either in interest shown, in attendance, or in benefits derived; yet, on the whole, so great is the need of some such substitute for normal training that I think that under judicious adaptation to the needs of those that they are intended to benefit, they should be continued. If those, however, of the future are not thoroughly remodelled and made to better meet the existing conditions, than some of the past, I would question if the good they did was commensurate with what they cost the State. If Summer Schools are looked upon by the teachers who attend them and those who conduct them as schools in which is taught the art of obtaining a certificate, I would say discontinue them, but if they should be what it seems reasonable to suppose they were intended to be—schools

where those unskilled teachers (and their name is legion), who have not had an opportunity to attend a good Normal School, could have a month's instruction in the art of teaching, which their limited means prevents them from getting in any other way, then I say by all means continue them, as they would be calculated to do a vast amount of good.

2d. "What should be their aim and course of study?" What this should be has been hinted at under the first head. They should aim to give the average district teacher some normal training, the instructors should have in mind the conditions which largely prevail in our ungraded country schools, the knotty problems that confront an unskilled teacher who has to teach thirty to forty scholars in schools whose grades are from the tot of six years, who is wrestling with the alphabet, up to the ambitious girl of eighteen who is preparing herself for the profession of teacher and needs instruction in Algebra and Physical Geography, and the instructor should therefore not indulge in lectures, showing how much he knows of the beautiful theories of education, which very often are born in the brains of impracticable dreamers but, rather should demonstrate how such a school could be taught so as to obtain the greatest results with the least waste of nervous energy. There are hundreds of bright but inexperienced teachers in our State that without these instructions must blunder along and waste their time and (what is vastly more important) the precious time of the children under their charge, until they learn the best methods in the slow and costly school of experience. It is for the benefit of just such teachers that Summer Schools should be provided, and if those who conduct them would put themselves in the places of those whom they are to teach and suit their instructions to the greatest needs of these unpracticed teachers, I believe the results would be immediately felt, in the betterment of our country schools.

"Model classes should be taught, and the well-known and evident faults of the inexperienced should be corrected, and better methods inculcated.

"This method of instruction by model classes would be especially useful in schools for colored teachers; they are past-masters in the art of imitation, and the value of this long-abused faculty has lately been recognized and insisted upon as a potent factor in education by modern psychologists; therefore, I can readily conceive the great benefit which they would derive from the instructions of a capable teacher, who would demonstrate the best way to teach a large school of



ungraded scholars, showing what an economy of time and energy could be effected by better grading, by larger classes, by oral instruction and by a judicious use of blackboard demonstrations. Summer Schools for negroes, if conducted on this plan, give larger promise of being worth all that they may cost than those for whites, for the needs of the negroes are so much greater, their methods are so much cruder, and their imitative faculties so much more marked. And they almost invariably show more interest in them and attend them more generally than the white teachers.

3d. "Do conditions admit the elimination of academic instruction?" Holding the views already expressed, I would be inclined to say yes. It is hardly possible that a teacher could raise his scholarship a fractional per cent. during a more or less interrupted course of four to six weeks duration at a Summer School, but on the other hand much could be accomplished if this was wholly a school of methods. Possibly the very best way to teach correct methods would be to assign to the teachers themselves some recitation to be conducted each day under the direction of the instructor; in this way wrong methods could be more readily detected and corrected, and right methods demonstrated. If it is advisable to attempt to teach anything else in a Summer School besides methods, it would seem wise to refrain from attempting so much that really nothing can be accomplished, and select one or two subjects that give teachers most trouble, and by concentrating efforts upon these subjects some definite results might be accomplished, and some permanent gain might be made. The commonest lack in our teachers is ability to systematize their work, so as to get the best results from their efforts; this and the art of maintaining discipline, if wisely taught and demonstrated, would do a great deal of good.

4th. "Should appropriations be insisted upon?"

"If it is wise in a nation to educate its children, then it is an axiom that those who are to teach them should themselves be taught, and that the money spent in educating teachers is more wisely spent than any other for educational purposes, for its benefits are compounded. It is hard to calculate the blessing to a Nation or a State that is worked by educating its teachers, and as these Summer Schools reach those who most need their help, and are least able to attend Normal Schools, they should be maintained, and a sufficient provision for their proper maintenance should be insisted upon.

"Upon the selection of skilled instructors for these Summer Schools, more than on any other one factor, will depend

the measure of their usefulness. If the money appropriated for these schools is expended in employing those rare teachers, who are really masters of their profession, and whose talents cannot be gauged by certificates or diplomas, the cost to the State would be as nothing in comparison to the great good accomplished.

“Summarizing briefly: 1st, I would say that while the results that follow the maintenance of Summer Schools are not what they should be, yet at their worst they are valuable, and at their best they would be indispensable.

2d. “Their aim should be chiefly directed to supplying the lack of normal training to district teachers, who are lacking in this essential qualification, and if more than this should be attempted, the efforts of instructors should be concentrated on a few of the most difficult subjects.

3d. “So little could be accomplished in the short time allotted to a school in other directions that the time would be much better employed in teaching correct methods by model classes.

4th. “Appropriations for Summer Schools should be insisted upon with this stipulation: That those who conduct these schools should study the needs of those whom they would benefit, and supply that class of instruction that would pay the largest dividends in the permanent improvement of the country schools—J. H. Girardeau, County Superintendent, Jefferson County.”

Supt. W. M. Holloway on the same subject said:

*Mr. Chairman*—In order to meet an increasing demand for more competent teachers, a demand, permit me to say, which is not being met by the combined efforts of the educational forces of the State, the class of schools referred to in this subject becomes a necessity. From what I have been able to gather from all the information appertaining to this subject, and from a personal knowledge of the beneficial results accruing to the schools in my own county, I must answer the first division of this subject in the affirmative.

“So fully convinced is the School Board of my county of the wisdom of such an expenditure of money, that last year \$600 was appropriated for the better preparation of teachers alone, in addition to what the State did for us through the judgment of the State Superintendent. The county expenditure, however, was made before it was known that we would have a school under the auspices of the State. The aim of these schools, as stated above, should be to give to the State a more competent, better-trained class of teachers.

"We have not reached that point in our educational economy, as yet, where we can prepare a course of study for these schools with exclusive reference to the theoretical, but such a course should embrace the theoretical and practical.

"As much of the academic feature should be retained as is consistent with the highest ideals in teaching, so that the work done shall be applicable to the work expected to be done by the student. If the academic work be excluded entirely, the best results cannot be accomplished in methods, as teachers teach as they are taught, and not as they are taught to teach.

"At this stage of our educational progress, the necessity for Summer Schools should be apparent to all; whatever is necessary is worth the money it costs, if it be judiciously purchased. The results of these schools attest the wisdom of their management, therefore such appropriations should be continued by the State."

*Superintendent Sams:* "The first thing the instructors in our Summer School, Dr. Yocum and Prof. Barrington, did, was to find out what was lacking in the academic training of the teachers, and then they endeavored to supply what they needed in that line. Having provided the 'what' of teaching, the next step was to give them the 'how.' It was along these lines that our Summer School was conducted. That this was the correct method is shown by the improvement in our teachers and in our schools, which is felt in all schools taught by persons that attended the Summer School."

*Superintendent Compton:* "There ought to be fewer of these schools than we had last summer. When these schools were first established, they were more beneficial than now, and it is not because the system is incorrect, nor is it the fault of our State Superintendent, or anything of the kind, but an error into which he was driven to insure attendance. The more schools we have, the more instructors we have, and consequently the more incompetent instructors we must have. If we have only twelve instructors for these schools, we will certainly have much more competent ones than if we have twenty-four or thirty-six. The quality goes down every time with the greater number of schools. It costs a teacher very little more to go to a neighboring county and attend school than to attend one in his own county, if he has to go away from home five or ten miles to board. I believe the teachers get a rate of half fare for the trip, so it costs only \$1, or two or three, at most, to go from the teacher's home to any county where the school might be held, and his board, washing and

other expenses are not more at the school away from home than at that in his own county. Consequently, I believe that the teachers will receive a great deal more benefit by having fewer schools, rather than so many. I know it has been said that many more teachers attend the schools in their own county than where they have to go to another county, but there is no reason why this should be the case. No one can prove to me that it is much more expensive to go out of one's county to a school than to attend one in his own county. If these schools were fewer in number and taught by the very best talent that the State Superintendent can command, they will be much more beneficial.

*Superintendent Philips:* "The history of this matter is, that in very few of the States are they able to cut loose entirely from academic instruction, and Florida would be unwise to do it. I believe that the schools ought to agree on some course of text-book instruction leading up gradually, step by step, from schools of academic instruction to a school of methods. When we do reach such a point it might be wise to have one or two schools in the State which shall teach nothing but methods. Those who are prepared academically can attend those schools. If it is the wisdom of the State Superintendent, such a school might do now, but if we were to leave off text-book instruction entirely, it would be exceedingly unwise. I have sat under the sound of the voice of some instructors and listened to what was called a method, but was, in my opinion, nothing but a fad. And, after all, it is not the method that makes the teacher; it is the teacher who can use the method. Where we have real teachers, a mere hint oftentimes will fill his mind with brilliant thought, and he then can go home and enlarge upon this idea."

*Superintendent Baker:* "I only wish to emphasize and endorse Prof. Girardeau's idea of confining instruction not entirely, but mostly, to methods. This is not going to undervalue scholarly attainments, but these are taught in all the institutions in the State, and, furthermore, our certificates already exclude all who have not a good degree of scholarship. In our county the best teachers are those who have had and used the opportunity to study methods in Normal Schools."

*Principal Hayes:* "At present it seems to me that the academic instruction in the Summer Schools should be continued, but this instruction should be given in order that proper methods of instruction and discipline may be well exemplified. But 'give a man method, and method only, and he will make a fool of himself; and the longer you give him, the

bigger fool he will make.' The teacher must know the subjects he is to teach, but that is only a part of the knowledge he should possess. He should know also the object he is going to teach. He should know arithmetic that he may teach it, but he should also know what is necessary to the development of the pupil's mind. In other words, he should know the child's mind. When he knows arithmetic, for example, and the object to whom the arithmetic is to be taught, the 'how,' the 'method,' will be the easiest part of it. I believe our teachers fail to comprehend that knowledge can only come as the result of activity on the pupil's part. I might lecture to teachers or to children as long as I wanted to, but so long as they remain passive, the lecture will be dead and no results will be attained. So, in our Summer Schools, it seems to me that we should have classes in some branches for teachers to teach and to apply methods.

"It does seem to me that conditions necessitate the continuance of the Summer Schools. Our teachers are not a perfect body, they do not pretend to be, and if the Summer Schools are a means of improving them, we certainly should continue them. The Summer School stands somewhat in the same relation to teachers as the camp meetings at the beginning of the Civil War.

"We have at West Point a school for the training of leaders, a school that is intended to make masters of the military art of its students. We never expect, while the world stands, to have all of our citizens who are trained in that school become leaders. The time has not yet come when every school in Florida can have a professionally trained teacher, but the time is here when in some way or other will be heard the demand for schools in which the unskilled teacher may receive enough direction to know how to teach, and will be better than without it. We also need County Superintendents who have had such training, and can guide those not having the necessary knowledge, either of the subjects they are to teach or of the child's mind, to take the initiative in this grand work."

**TOPIC 2. ASSIGNING TEACHERS AND FIXING SALARIES:—**

*Does the law conferring upon School Boards the power to assign teachers and to fix their salaries produce the best results; should their salaries be uniform; if not, what points should be considered in adjusting them?*

“*Mr. Chairman:* As to assignments—the law governing them is beneficial in its operation..

“First. Because the Board, presumably, has superior qualifications, as compared with patrons. Qualification, in this connection, is a generic term, embracing scholarship, disinterestedness, etc., etc. Public schools in Florida are of recent introduction. Our patrons, as a body, were so unfortunate as not to have the benefit of them, and are not equipped to judge teachers, as to scholarship and methods, nor to estimate properly the progress of pupils under their tuition. Superintendents have abundant opportunities to observe how often patrons gauge the progress of their children by the pages passed over rather than mastered, esteeming him, the teacher, par excellence, who sacrifices thoroughness on the altar of a miscalled ‘advancement.’ Hence, assignments by patrons would be an injustice to really deserving teachers, and a clog to the real progress of pupils. The School Board, a selected body entrusted with educational interests as its specialty, may be presumed to make better assignments.

“Second. This Board is more disinterested than the patrons, because farther removed from local considerations and the disturbing influences of kindred ties and the like.

One who is at once a patron of the school and a relative of a teacher seeking a situation is confronted with a very strong temptation to provide for the teacher to the detriment of the teaching, and it is among the possibilities that this temptation will be present in all schools, if the assignment rests with the patrons. But this difficulty, on so large a scale, will hardly occur under the plan of assignment by the Board.

“Third. The Board has a wider outlook. In making assignments not only qualifications, but adaptations as well, must be considered. And at this point the Board has great advantage. The horizon of the patrons is circumscribed by district lines; their purpose is to secure the best teacher for their schools, little caring for the interests of others. So it may happen that high grade teachers may be assigned to schools where only primary branches are studied, leaving low

grade teachers for schools whose curriculum embraces advanced branches, but the outlook of the Board, being co-extensive with the whole county, that body will observe a correspondence between the grades of the teachers and the schools respectively. The Board is charged to collate results from all schools and to assign with reference to the interests of all; and may demand information of the County Superintendent who is charged with the duty of visiting schools, and has opportunities for observing their progress and their needs.

“Fourth. Doubtless there will be friction under any plan of assignment. Some American citizens are exceedingly tenacious of the right of ‘kicking,’ and seem not to realize their ‘freedom’ except when indulging in that pastime. But experience with both plans seems to warrant the opinion that there will be less kicking when the assignment is by the Board. Very often patrons themselves are not a unit in their preference; and the feeling engendered by neighborhood disagreements is, often, more inveterate than that occasioned by a distasteful action of the Board. Moreover, patrons may be expected to become more reconciled to the plan of assignments by the Board when they realize that it rests upon a basis of justice, that as the State assumes the burden of expense for the schools, likewise the State may claim the right to make assignments through the Board, which is its representative in the premises. Of course, when patrons are pleased with assignments, the attendance on the schools will be better; hence, the Board should not be arbitrary in the matter nor unnecessarily override the preferences of patrons; still, courageously refusing to sacrifice the educational interests of the pupils to unreasonable demands of patrons; always remembering that the prime and principal purpose of the public school system, is, not to support teachers nor to please patrons, but to educate children.

“Teachers’ Salaries—These should depend on qualifications; and since qualifications are not uniform, salaries should not be. They should not be based on the curriculum, giving the largest salaries to teachers of most advanced branches; primary work is foundation work and should be characterized by thoroughness, for it has an important bearing upon the work to be done in higher grades. It should not, therefore, be discriminated against in fixing salaries. Salaries should be fixed on the basis of qualifications. Qualifications include scholarship, of course, but more besides—as moral character, acquaintance with improved methods, faculty for discipline and control, fondness for teaching, successful experience, etc.

The grade of certificate may be presumed to gauge the scholarship, unless there be evidence to the contrary. My observation is that, as a rule (there are probably exceptions), teachers holding the higher certificates, do better work even in teaching primary branches. Other things being equal, then, the highest salaries should be given to those holding the highest grade of certificates.

R. Q. BAKER."

Superintendent Schell followed on the programme, but failed to hand in his paper, and the stenographer took no notes.

*Superintendent Glenn:* "I have tried to analyze the effect that the First Grade Certificate has on the teacher, and why it is that I have more failures, absolute failures, in the schoolroom with those holding high-grade certificates than with the lower. It ought not to be, but it is, and I think I have discovered the reason. The one with the First Grade Certificate thinks that she has reached the climax of the educational system. She says, Behold my First Grade Certificate! Come, look upon me and learn. Or that is about the way she conducts herself. She thinks there is nothing beyond the First Grade Certificate, and hence she reaches for nothing beyond. She fails to appreciate the fact that there is something more to get in teaching than the knowledge she has, and consequently she does not search after that all-important thing, the way to teach. This is the cause, as it appears to me, of the failure of those who secure these certificates, and there ought to be some way to dispossess their minds of the thought that there is nothing beyond. It ought to be impressed upon them some way or other."

*Superintendent Philips:* "I wish to say that many teachers holding Third Grade Certificates are more successful as teachers than those holding higher grade certificates. This has caused me to reflect that it is not the grade of certificate altogether that makes the quality of the teacher. It is the duty of the County Superintendent, in selecting teachers, to get those having the spirit of the teacher, and as much knowledge as possible. There is no equivalent for scholarship. The very best teaching comes from the person who has knowledge. A Normal School in which only method is taught may be a good thing, but we cannot do away with academic instruction; scholarship must be the first requisite of the teacher."



*Superintendent Hanna:* "The remarks Mr. Glenn has just made are verified in my county. I have more failures among the First, than among Third Grade teachers. It seems that First Grade teachers have scholarship at the expense of teaching ability, while the Third Grade teachers have less scholarship but more teaching ability."

*Superintendent Mizell:* "Does the fact that a Second or a Third Grade teacher may exceed in teaching ability one holding a First Grade Certificate carry with it the idea that a First Grade teacher would become better if she only held a Second or a Third Grade Certificate? I do not believe it. I shall always insist upon the highest degree of scholarship."

*Superintendent Compton:* "Three things ought to be taken into consideration. First, the number of pupils in the school; Second, the grade of certificate; Third, the actual teaching ability of the teacher. These, I believe, are the three things that ought to be considered, as I do not believe that we can get along without the consideration of these three things."

*Superintendent Sheats:* "Superintendent Compton has given my views on that subject." And further discussion of this question was shut off.

### TOPIC 3. COMPULSORY EDUCATION:—

*Does there exist necessity for a law requiring attendance at school; if so, what limitations should attach to such a law; would the masses endorse it; would the results compensate for the friction generated?*

Both Superintendents McDaniel and Reynolds, who were to discuss the above topics, were absent, and it was discussed entirely by volunteers. A letter explaining McDaniel's absence was read.

*Superintendent Glenn:* Since handling the rural schools of Duval county, I find that I have two classes of people to come to school, one antagonistic and one friendly. The first don't seem to care whether their children get any education or not; and, if one family in the district happens to have a large number of children, should they get piqued at some imaginary fault in the teacher, will withdraw all the children, thus running the number down lower than the legal limit for school attendance, and break up the school, and so deprive the other children in the district of their education. If the

Board of Public Instruction decides to carry on the school anyhow, then it raises the per capita expense to an enormous amount. The per capita is too high to warrant continuing the school, and yet, if it is not continued, it cripples our average attendance and prevents our getting our proper portion of the State Funds. So, on the whole, I am very decidedly in favor of compulsory education—of making them send their children to school.”

*Superintendent Thrasher:* “Pasco county opposes compulsory education. I think the State is not ready for it.”

*Superintendent Sams:* “My County Board is in favor of raising the limit of school levy and making five mills the minimum. Is also in favor of compulsory education.”

*Superintendent Merritt:* “My County Board is also in favor of this, but willing to put it in the hands of the State Superintendent to do as he thinks best.”

*Superintendent Young:* “I doubt very much whether a compulsory law requiring children of school age to be sent to school could be enforced. But I believe that it should be unlawful to allow children of school age to be hired out, especially to work in factories during the term of school. We have an illustration of it in every factory in the State where children can be employed successfully. The sentiment in favor of this idea is growing. The last report of Wm. T. Harris, Commissioner of Education of the United States, shows that twenty-seven States and Territories have already adopted laws requiring it, and defining the limits within which it is required. The idea is advancing in this country. Citrus county favors something of the kind. I believe that the time is coming when there ought to be some steps taken in that direction.”

*Superintendent Philips:* “There exists necessity for a law requiring attendance at school. Out of 100 children enrolled at school, we generally average 65 or 68. What limitations should attach to such a law? I would enact a law requiring every pupil to show a record of 60 days, at least, out of every 100, unless a physician’s certificate is produced as an excuse. Would the masses endorse it? Yes, sir, unless they tell a lot of stories. Almost everybody in our county prays for the time when a law shall exist requiring children to go to school.”

*Superintendent Hathaway:* “It seems to me that something must be done to secure better attendance on our schools. Holmes requires an average attendance of 50 per cent., or the school is closed, and several of our schools are now closed.”

*Superintendent Schell:* "We need it in our county, and while I am not sure that our people want it, I say individually, 'God speed the day.'"

*Superintendent Merritt:* "In my county about 65 per cent. of the enrollment go to school. We need a law compelling attendance."

*Superintendent Holloway:* "I think it has been proven that only 40 or 50 per cent. of the school population go to school. A judicious law of this kind would inflict no punishment on any one except the fellow that needs it, and therefore, it seems manifest that we ought to have such a law. The majority of the people of my county are in favor of it. I know I am, from the information I have gained in dealing with the question."

*Superintendent Sams:* "The law is not intended for those who will attend. That class that fills our jails and causes more crime and loss in a community and gives more trouble is the class met by a compulsory law. There is no doubt that we could make this law meet the interests of the people in every district and county in the State, and we need a law which will compel those people, who are so ignorant and so hardened, into the schools. It need not compel the people to send their children to school during the time they are needed at home to help harvest crops, etc., but we could have a law that would work no injury to the people's industries."

*Superintendent Mizell:* "If a compulsory law of education should be asked for, it would be expected to be based upon sufficient cause, and these meetings of County Superintendents have developed one fact to some of us, that we have hoped had no general bearing on this subject. The prejudice existing among the people in reference to the school militates very much against school attendance. The cause named has more to do with attendance at school than want of ability to send."

*Superintendent Hanna:* "I think the law should require all children between the ages of 6 and 13 to attend the full term. That being the limit, there would be no trouble on the score of the children having to help the parents. Let the parents select the time it will be most convenient for their children to attend, run the school four months, and compel the attendance of all the children between 6 and 13 years of age the full term."

*Superintendent Compton:* "I believe every man I have ever spoken to upon the subject in our county favors such a law. I think, that inasmuch as so many people have spoken in favor of it, the county is largely in favor of it. I believe as a rule, that the best citizens are in favor of it, and the best citizens generally carry elections; or, at least, the best people have to favor any law before it can be made successful."

*Superintendent Snowball:* "I am not yet satisfied in my mind that I should favor such a law, notwithstanding it seems to be the sense of the body."

*Superintendent Girardeau:* "I have not consulted my people on this subject, but I am afraid that the people in my county would not favor such a law. My individual opinion is, that a compulsory school law is a part of the paraphernalia of the public schools. The State furnishes the teacher, the school, the equipment, etc., and it strikes me that the State is in the position of a man in the good book who had a great feast and invited his friends, who would not come, and he went into the byways and highways and compelled them to come. That is my individual opinion, but I don't believe my county would back me up."

*Superintendent Baker:* "The State compels everybody, with or without children, to contribute to the education of the people, and the State has, therefore, a right to say that the children should go to school, in order to get the compensation."

#### TOPIC 4—CITY SCHOOL SYSTEMS:

*Would the establishment of City School Systems be conducive to the general advancement of education in the State; if best for the cities, what compensation would accrue to the rural schools by the separation?*

Superintendent Glenn filled his place on the programme on the above subject, and promised to reduce his remarks to writing and hand to the Secretary, but failed to do so. His remarks were in opposition to the creation of City School Systems in this State.

Superintendent Cook wrote a letter explaining his absence, and sent the following address, which was read:

*Mr. Chairman:* According to your programme I have been assigned the lead in the discussion on 'City School

Systems.' In my attempt at an argument on these questions, I shall take both the affirmative and negative sides.

"If the questions were changed to read thus: Would the establishment of City School Systems be best for the children living in the cities of the State, and in what respect this separation of the city from the rural school would injure the latter, the answer to the first would be yes, but, to the latter, ruin in every respect. Understanding that separating the city from the country school means also a separation of the moneys and supervision, I take it for granted that the state of facts existing in the City of Pensacola exists also in Jacksonville, Tampa, Key West and every other considerable city in the State.

"Now what are these facts? I, of course, speak only for the City of Pensacola and County of Escambia, but I believe the City of Pensacola and County of Escambia are typical of the other cities and counties in the State.

"The facts existing in Escambia County are these: We have an enrollment of, say, 4,500 pupils in the public schools in this county, about 2,000 of these are on the rolls in the city public schools, and the other 2,500 are on the rolls of the rural or country public schools.

"Now for finances. The assessment of property in the City of Pensacola is about \$3,250,000, and that in the country outside of the city is about \$1,300,000, and about two-thirds of all the poll taxes paid in this county, are paid by citizens of Pensacola.

"From a mere statement of these facts it is easy to see what a great advantage there would be to children in the public schools in the City of Pensacola, should there be a separation of city and country schools, with each receiving the funds derived from taxes in their own limits. The city schools could easily be raised to eight months, or even nine months, but, to confine the 2,500 children in the country schools to the funds raised from the assessment of country property, it would be impossible to operate their schools for more than four months and at that on very small salaries to the teachers.

"It would be almost impossible to supply these country schools with competent and live teachers for the salaries that could be offered, and it would be a new addition to the old adage, 'Poor pay, poor preach,' for it would be poor pay, poor teach, competent teachers would not long work for the salaries that could be paid from the small sum that could possibly be raised on assessments on property outside of the city.

"A separation of city and country schools, and a separation of the funds derived from taxes laid for school purposes, would be a violation of the spirit, if not the letter of the Constitution.

"The whole theory of popular education is based on equality before the law, and the facts that the funds derived from the State one-mill tax are apportioned according to the attendance in the schools, and not according to the amount raised in the different counties, show clearly the intent and purpose of the framers of the Constitution was, as far as practical, to equalize the funds between the rich and poorer counties.

"This separation of city and country schools would, also, cause a multiplication of officers, and as a consequence a reduction of salaries; or a further raid on the school funds, now much too small for the successful operation of schools in most counties in the State.

"I contend that County Superintendents of Public Instruction should be broad-minded, practical business men, in full sympathy with popular education, and that such men should be paid as liberal salaries as the state of the school finances in the different counties will admit, and that his whole time and thoughts should be devoted to the education of the youth of his county. The state of the school finances in only a few of the counties will now admit of liberal salaries, and it would be a mistake to begin at this time the multiplication of school officers.

"There is not a county in the State at this time with a population of 40,000 and there is really no necessity for the separation of the city and country schools. One good Superintendent ought to, and can, attend to all school duties in any county of the State.

N. B. Cook.

Before the close of the afternoon session the following Superintendents came in, making the attendance twenty to date: H. L. Avant, of Columbia; L. W. Buchholz, of Hillsborough; N. W. Eppes, of Leon, and J. B. Parkinson, of Volusia.

8 O'CLOCK P. M.

At the evening session Superintendents J. H. Sams, Jno. C. Compton and L. W. Buchholz, each delivered a very interesting address, on the subjects announced in the programme, to the Convention and such of the citizens as ventured out on that bitter cold evening. The audience was small. These addresses are not given here, on account of

length, and were not designed to be a part of the deliberations of the Convention.

### WEDNESDAY, FEBRUARY 15—9 O'CLOCK A. M.

The Convention was called to order promptly at 9 o'clock, with Superintendent Sheats in the chair, and was led in prayer by Superintendent C. A. Snowball.

The arrival of Superintendents R. L. Williams, of Madison, and W. D. Carn, of Marion, was noted, making a total attendance of twenty-two County Superintendents to date.

#### TOPIC 5—SCHOOL REVENUES:

- (a) *Are the school terms sufficiently long, the buildings and appliances ample, the salaries of teachers great enough to retain the necessary talent in the profession, to insure progress in educational development?*

Superintendent McDaniel was absent, but this division of the topic was covered in the voluntary discussions on the topic.

- (b) *Can the present revenue laws be made to yield ample funds to advance materially the schools beyond their present status?*

*Mr. Chairman:* If the revenue laws were rigidly enforced, there would be a much better state of affairs.

"The school revenue is derived from several sources: State one-mill tax, interest fund, county levy, poll tax, non-resident pupils, examination fees, etc.

"The county levy, I am sorry to say, is most terribly abused, and this is the chief source of revenue. Tax-payers are required to state under oath, the cash value of personal property; then it is made the duty of the Assessor to place a fair cash valuation upon realty, not what it would bring at a forced sale, as some suppose.

"Tax Assessors are to blame, in a great measure, for low valuations, as many of them receive returns at about 50 per cent of its real value.

"The County Commissioners are also at fault for allowing this 50 per cent. valuation. If the Governor would notify the County Commissioners and Assessors that, unless they assessed or caused to be assessed all the property at its proper

valuation, he would remove them from office, there would be but little trouble with school finances. Many are allowed to pay their other taxes and leave their polls unpaid, that some candidate may pay it for them, in order to secure their vote. The law requires all taxes to be paid at once, not a part.

"There is no trouble about collecting the sub-district tax, nor any other of the funds.

"Under the present manner of executing the revenue law, it is impossible for the schools to materially advance beyond their present status. The remedy for the block in school advancement is to raise the maximum county levy from 5 to 8 mills; this done, we could have from six to eight and even ten months' public schools.

"There is another remedy without raising the millage. Apply all the school taxes paid by the whites to the education of white children, and all paid by the negroes to the education of negro children—this is simple justice. Some may claim that this would be class legislation; if it is, then our statutes are full of such laws.

"The statutes prohibit riding in the same railroad coaches with negroes, stopping at the same hotel, eating at the same table, sleeping in the same beds, intermarriage, and attendance upon the same schools. Now, if we can, and do have, everything else separate, why not separate our money?

"I believe in giving the negro all that is due him, but I do not think that it is right, just, or equitable to tax the white man to educate the negro; let each race educate itself.

"There is one other remedy. Let every one return his property at any valuation he may see proper, requiring the owner to sign his tax returns, but in doing so he may be forced to accept the amount of his return in full payment of said property, if offered in cash at any time within two years thereafter.

JNO. E. HANNA.

(c) *Would amending Section 8 of Article XII. of the State Constitution, by striking the words "nor more than five mills," and conferring upon County School Boards the power to make school levies, remove the chief obstacle to advancement? If so, should it be done?*

"Mr. Chairman: I think that amendment would remove the chief obstacle, therefore this limitation should be removed:



"1st. Because the five-mill tax is insufficient to pay the expenses of the Public Schools. The system offers the elements of a good common school English education to all the children, white and colored, between the ages of six and twenty-one, in the State. It is the only system that proposes to educate the masses of the people. The experience of the past is sufficient to show that if this work is left to private efforts, only a few will be educated, while the masses will be left in ignorance. If it is necessary that our children should be educated, the Public School System must be made effective, and properly equipped to do the work. We do not plead for extravagant expenditures. We ask for no costly buildings, furnished with works of art and statuary, nor for princely salaries for our teachers and school officials. But we do ask for those things that are absolutely necessary for efficient and successful school work. First, the necessary expense of maintaining school officials, State and county, must be provided for. Next, proper school buildings must be erected and furnished with desks and school apparatus. Then competent teachers must be secured and salaries provided. To meet all these expenses, prudently managed, a tax levy of at least one mill for every month of school will be required. The present five-mill county levy gives an average five months' school term. But this is too short. It ought to be eight months. It must be remembered that, in fact, the majority of the school children do not continue in school after they are fourteen or fifteen years of age. Nothing short of an eight-months' term will give the children a common education by that age.

"2d. Because our educational leaders, our legislators, and in many communities the patrons, have confessed that five mills are not enough to accomplish this work.

"(a) Our educators prove it by pleading for longer terms, and teaching subscription schools to supplement the school term.

"(b) The legislators prove it, by enacting the Sub-District Law to supplement the Common School Fund.

"(c) The patrons in many school districts have proved it by voting three mills additional under the Sub-District Law.

"If the Common School Fund was large enough to meet all the requirements of education, these efforts would have been unnecessary. They have been attempted to make up for its deficiencies.

"The work would be more effective and its details greatly simplified if it could all be placed under one management.

In so many agencies there is a waste of energy and vitality, and the work is not so well done. There is, among so many men and agencies employed, an unnecessary amount of friction that tends to divert from the purpose to be accomplished.

"The School Board should make these levies. 1st. Because they are nearer the people than the Board of County Commissioners. They are elected by popular vote, while the others are appointed. In the Sub-District Law the levies are made by the trustees, and their action is final. But the Board of Public Instruction can only recommend. Their action, to become operative, must be endorsed by the County Commissioners. There is an inconsistency here. The smaller body has greater power than the larger one. If the Sub-District Trustees are intrusted with that power, why should the Board of Public Instruction be denied it?

"2d. Because their position enables them to know more fully than any one else what is needed. They have the school work as their special work. They know the workers, the work, and its necessities. The monthly reports of teachers, supervisors, county treasurers and sub-district trustees are before them regularly. It is made by law their business to devise ways and means to carry on and keep up interest in school work. If, with all these facts before them, they do not know how much is needed, how can the County Commissioners be expected to know, when they are not required to give that subject their thoughts, their time and attention.

"In my county (Citrus) there has never been any trouble on this point, but it is different in some counties. There are some counties in this State in which the County Commissioners have refused to levy the amount that the School Board have decided was necessary to carry on their work. Hence their rights, duties and powers should be so clearly defined that there can be no doubt as to what they really are. Everything should be made as clear and plain as possible.

"If these views could be carried out, the chief obstacles in the way of the progress of education would be removed.

"No money that the State spends brings back so full and rich a return as that which she spends for the education of her sons and daughters. Education will make her sons strong physically, morally and mentally, that they may promote the welfare of the State and defend her interests at home and abroad. It will give her daughters the grace and beauty of culture and refinement, to adorn her homes and train her children for usefulness and honor. Strength and

beauty will be united for defense and protection, and the constant progress of what is best to develop the energies of our people.

C. S. YOUNG.

(d) *Is it advisable to borrow money to conduct schools, on the plea of keeping warrants at par?*

Superintendent Key appointed to discuss this sub-division of the topic was absent, but the question was fully covered in the voluntary discussions.

(e) *Should Sub-district laws be abolished, if the five mill maximum be stricken? How seriously did the amendment taking fines and forfeitures from the school fund cripple school revenues; what is the most equitable basis upon which to apportion State School Funds?*

Superintendent Glenn failed again to hand in his paper and thus to put himself on record in his own hand, but the Stenographer took the following notes on his address:

"If we could make sub-districts in our county that would be all we would ask. We now levy five mills, if we could get three mills additional under the sub-district plan, in all eight mills, that is all Duval would need. In fact, if we get the five-mill maximum stricken out, I don't think we could induce our Board to levy more than eight mills, we could get that now under the Constitution. I think that by taking away, eliminating entirely, the sub-district plan, we would accomplish several good results. We would simplify school management and the governmental machinery of schools in the county, have one Board, one Superintendent, and no complication of any kind, as we have now under the sub-district plan. Besides, I am more and more inclined to the doctrine that the funds ought not to be concentrated. I suppose, as a City Superintendent, I became blind to things outside. It has been mentioned here several times during our session, that the country boy and girl ought to be educated, by all means, and ought to have a fair show. I do say that they are the salt of the earth. I see in my own county, boys and girls getting no education, that if given an opportunity would make strong, vigorous American citizens, our freemen. On the other hand, in the cities, the boy, some way or another, has so many calls and distractions in his environment that he seems to be limited in his possibilities to make a real, genuine, whole-souled, American citizens. I think that putting the control of the funds entirely in the hands of one

Board, take it out of the hands of the Board of County Commissioners, as it now stands, and putting it back into the condition it was in 1892, we will put the subject of funds, educational control, and direction wholly in the hands of the Board of Public Instruction, where it ought to be, and there will be no embarrassments whatever.

"How seriously did the amendment taking fines and forfeitures from the school fund cripple school revenues? I do not know the amount, nor could I get it from any of our county officials, but in Duval County the injury done to the school fund was exactly equivalent to the total of such funds collected in the county, and in the City of Jacksonville in particular and in Duval County as a whole, it is very considerable. I think that at the time that amendment was made there was intended to be a compensation in the collection of poll taxes, the thorough collection of poll taxes. I think, at that time the poll tax was made a prerequisite to the elective franchise—anyway there was a modification of the law to the effect that to compensate for this loss of funds—no Collector should issue a receipt for taxes until the poll tax of that tax-payer was paid. Now they have gotten to a technical construction of the law in my county. I told the Board of County Commissioners that I wished more restrictions placed upon the matter, and I stated that the Collector had no right to issue a certificate for property taxes, real estate taxes, or personal property taxes, without also including in that receipt a receipt for the collection of poll taxes. He took issue with me and brought up a little matter of a technical nature that I had once noted myself, and in calling my attention to it he said, 'Mr. Glenn, you are mistaken. The Collector has only to pay his own poll tax and then he is at liberty to issue a receipt for property taxes of any kind without collecting the poll.' I had to concede that he was correct, but I don't believe that was the spirit of the law, or that any judge would support him in his decision."

*Mr. Sheats:* "Is that the way the law is construed in Duval County?"

*Mr. Glenn:* "Yes, sir; that's the way they construe it there. However, I went further back and said, 'We will just omit the subject of receipts entirely, and the law previous to that clause says that the poll tax must be collected at the same time, and that's enough. The collection is all I want. Well, he did then do us the favor of calling the Collector down. The Collector reported to the Board of County Com-

missioners \$4,000 and some hundreds of dollars of poll taxes not marked paid. The Chairman said, 'We want to know why they are not marked paid.' I took occasion to be present and I said, 'Gentlemen, is there anything to prevent your knowing who the men are who owe that \$4,000?' The reply was, there was not. A resolution was then passed by the Board, that the individuals owing that \$4,000 should be named to the County Commissioners by the Collector, and when that is done they will know whether or not it is possible to collect that poll tax. I then said, 'Is it not possible to collect back taxes of polls as well as back taxes on property?' 'Most certainly,' was the answer. 'Then we want the back taxes on polls collected.' And they returned the books to the Collector and he has his job to do over, and he has to hand in, one by one, the names of those men who owe that \$4,000, and then the Board determines whether or not the Collector can yet collect that money. I think it was intended that the collection of polls was to take the place of the fines and forfeitures. As it is, however, we are getting up to the present time no more polls than we did before. With the strictures that are now taking effect we may get all of them. Still, we ought to have that portion of the Constitution as it was before. We need all of the fines and forfeitures, and I do wish we could get licenses. Then Duval would be all right.

#### BUILDINGS AND FINANCES IN DUVAL.

"What is the most equitable basis upon which to apportion school funds? I suppose, in the broadest sense, the basis that we have is the most equitable, and yet, when I go over Duval County and find districts with no school house where there ought to be one and where we are imposing upon church societies and using their houses with nothing in them but benches, not a desk, not a single thing for school work—and in many cases this is found even among the whites. Why some of the houses in the rural districts, called school houses are not fit to keep a good cow in, houses with the cracks between the boards not chinked, with solid board doors and windows so that when they shut out the inclemency of the weather they shut the light out, and when they give the children light enough to work by, they freeze. Then I look at our accounts and find that we are \$37,000 in debt on the first of this month, and the Board had contracted for a shortening of the term by one month in order to economize. Finally, the Board went to the bank and asked if they would give

us the funds to carry on the regular term. They said they would at 8 per cent., but on condition, or at least induced by the fact that the Board of County Commissioners had agreed that they owed us about \$20,000 and would pay it as soon as they could get the money. But there is a deficit all the same. We haven't enough money to properly support all the schools in the county. The bank agreed to do this, but I look at the financial condition and I see \$30,000 against us before the end of this year. Then I see these school houses and I see the conditions in these sections of our county and I believe that every cent that Duval County can get by any equitable means is needed right now. We can't get the part of the State school funds belonging to these people without having houses. We can't get the attendance until we have the houses. The people say, 'Well, we don't get enough out of what schools we have and we will do the best we can at home,' and I don't blame them. We have then a people that are paying taxes for schools, but have no school houses to get up any attendance, no school house to attract any attendance. Then the average attendance as a basis fails us utterly. Suppose the Constitution had had this provision when we had no school houses, no teachers, nothing. Suppose it had been as it is now. When would we have gotten any attendance without the school houses? That is the condition that I see in a large portion of my county outside of Jacksonville, and in Jacksonville, for that matter. Well, I feel like insisting that every community ought to have all the funds that in equity belong to it and that, to my mind, is all that that community pays. All that a community pays it ought to have. If they have not attendance, unless they have the money to build with they have not the means of putting themselves in such condition as to get the average attendance. I claim that the people of Duval County ought to have their proportion of the school fund in order to take the school children through the swamps. If we had the money it would facilitate the hauling of the children through the wet weather. We could furnish transportation for them if we had the State funds on a per capita basis of the population."

*Superintendent Sheats:* "County Boards of Public Instruction had not the unquestioned right in 1892, nor at any other time under the present Constitution, to fix the county school levy. They may have appeared to have this right considering the school law alone, but another Act providing

for the levy of taxes always placed this matter in the hands of County Commissioners. For example, we find in the Acts of 1889,\* and similar provisions in nearly every other bi-ennial Act providing for the levy of taxes, the following provision: "The County Commissioners of each county shall levy a tax not to exceed five mills nor less than three mills on the dollar, on real and personal property of the county, for county school purposes, such tax to be estimated by the County School Board and submitted to the Board of County Commissioners for their approval or disapproval; and the County Commissioners shall have power to increase or lower the estimate so made within the above limit."

"It was intended to compensate the school funds for the loss of fines and forfeitures by providing for the better collection of the poll taxes, in providing that no receipt could be issued for taxes on other property, when the tax-payer was liable to pay a poll, unless the poll tax was included, or had been paid.

"In regard to the loss to the School Board of Duval County through the diversion of fines and forfeitures, the following amounts were reported by the County Superintendent as received from that source, and the following are the only years for which any report is made of such funds being received: In 1890, \$5; in 1891, nothing; in 1892, nothing; in 1893, \$300; in 1894, \$464.75; an annual average of \$153.95. If the gentleman will investigate, I am satisfied that he will find that more than that amount has been added to his poll tax receipts by the amendment to the law relative to the collection of poll taxes—at any rate the loss is very little to the school funds of Duval County.

As to getting the license tax for the benefit of the schools, it is useless to agitate that question, for other departments of State will not surrender this fund. In my zeal to provide liberally for the schools, I made effort, in the Constitutional Convention of 1885, to recover the licenses into the school funds, but my proposition provoked almost derision.

"I am sorry to learn that school finances in your county are in such bad condition. I had given your School Board credit in my last report for being only about \$17,000 in debt, which you now report as \$20,000 more. There is certainly necessity for some good financial management in Duval."

*Superintendent Sams:* "What is the use of discussing a thing that can come to no practical solution? Before I came to this Convention I was as heartily in favor of raising the levy as any one of you. I advocated it at home and would



have advocated it here, but the hand of Providence has been laid upon the people of this State by this present blizzard in such a manner that we are not in any condition with the present outlook to raise the tax limit. It will be impossible, and we are but wasting time and words to further discuss it."

*Superintendent Compton:* "I think Superintendent Sams is taking too dark a view for the whole State. Northern Florida is not hurt by this cold as Southern Florida is. There are counties in this State that are not hurt at all, perhaps, and this matter of removing the five mills limit is simply giving the State a local option law. One county can have it if it wants it, and raise the millage above five, and yet another county can have only three if they want it. In our county we have six months of school, but in our High School at Leesburg we have nine months, all paid for by public taxation of some kind. As to public taxation, two years ago we opened our schools with over \$8,000 in the treasury, year before last \$6,000, last year with \$5,500 in the treasury. During the years previous to the freeze of 1895 we were, perhaps, extravagant. Some times we had to borrow a little. Since the freeze we have never borrowed a cent of money, until recently we borrowed a little for a short time."

*Superintendent Glenn:* "I want to endorse what Mr. Compton has said, every word of it. While I appreciate what Mr. Sams has said, I think Mr. Compton has the more correct view. If we put the levy in the hands of the Board of Public Instruction they will know how to modify the levy to suit the conditions. Another argument—I don't know of a single constitutional limitation whereby the people are restricted from levying whatever taxes their officers may see fit to put upon them for any other purpose than schools. Now, for the sake of consistency, whether we are hurt by the freeze or not, and for the purpose of putting the institution of education at least on a par with building bridges, we ought to take that maximum limit out of there. As for the other question in Mr. Young's subject, putting the levy in the hands of the School Board, arguments are too strong altogether in its favor. That ought to be done now. It will be to South Florida's benefit to have it in the hands of the School Board instead of the County Commissioners."

*Superintendent Philips:* "First, I speak on sub-division (a) of this topic. I believe that some counties spend too much money, amounts out of proportion with the revenue of the county, entirely out of proportion with the salaries paid



teachers. There is an argument that unless we give a workman good tools to work with we cannot expect him to do good work. That sounds well on paper. so to speak. I think that when a school house is fitted up with comfortable and sufficient desks, a globe, a map, and good blackboards, that school is amply provided with the appliances necessary to aid and facilitate the work of a good teacher. Such may be had with a small outlay of money. None of these so-called box charts or reading charts, many of which contain methods which I very much doubt are sound in principle or workable in practice. I have, in my judgment, discarded them, refused to allow them to come into a school house. I am convinced that counties undertake to spend too much money in desks. Desks can be made out of our hardy and durable pine timber, in place of sending way to Michigan for some of their oaks, or paying \$2.50 and \$3 for some of their so called patent desks. Why should we patronize them when we can get our own for \$1.50, as well as they can be gotten up in Michigan?

“Now, in regard to topic (d). The practice in my county is, that whenever we have not the money on hand we simply borrow it. We are not a wealthy people, but we have a few men to whom we can go and get the money. Some times we have to go to Gainesville and get the money there. We go over every year with a small surplus on hand. The County Commissioners are now being held up to the ridicule and censure of the people because they have allowed their scrip to go to discount, whereas the School Board has kept theirs at par. It is creating a sentiment that if they don't have the money they should borrow it. All officers, whether County Commissioners or School Boards, ought to be made to produce the money to meet that check or draft they draw. If they were dealing with a bank their paper would go to protest and they would have not only the face of it, but the protest fee to pay. These stories of the discourtesy of officers, the difficulties met with in collecting money properly, and other troubles reported by some of the Superintendents, are all so many fairy stories to me. We know nothing of that in our county.

“Now, on topics (b) and (c). I want to endorse the agitation before us this morning looking to the removal of the maximum and allowing people, as Mr. Compton said, local option, in saying for themselves what they want. At least give the people this privilege. Referring to the remark made by Mr. Glenn, it is a curious fact that there are no limitations placed upon the levy of taxes for any department ex-

cept that of education. I had no thought of that before, but I had of Mr. Compton's idea that the people ought to be given the right to say what they want, and how much they want. I do not think it wise to interfere with the minimum. The statement of our Chairman threw a light on it that caused me to endorse it freely, and contained a strong reason why we should not interfere with the minimum, it is only the maximum. I would say that the minimum should remain as it is and let the maximum be not named at all. Give the School Board the power to levy the tax, make a law requiring that when the Board issued a warrant there should be money with which to pay it, and a very heavy penalty if they don't do it. I am perfectly willing that there should be a general law made allowing the people to say how much they want. I would repeat here what I said about sub-head (a). I have seen too much of this getting up puffs in journals, the McBeath Journal among others, of reading charts and other such school furniture. They are whitened sepulchres with dead men's bones in them. I would have a roomy school house, twenty by thirty, even for small schools, plenty of blackboards, large stoves, No. 25, no number 18's, blackboards between the windows, and plenty of chalk. If the teacher is out of chalk, suspend the school until chalk is procured. Desks can be had at \$1.15 from Marion County, etc., etc.—time expired."

*Superintendent Glenn* "I appreciate Mr. Philips' suggestion that no Board ought to make a debt without the money for it being forthcoming. I want to say that while we will have an overdraft of \$50,000 in Duval, the county has agreed to give us \$20,000, and we expect \$30,000 from the five mill tax. That will make the \$50,000."

*Superintendent Schell*: "This maximum limitation should be removed, and I expect to do all I can with the legislators from our county to this end."

*Superintendent Thrasher*: "I am in favor of asking for better legislation for our schools. We are agreed that the removal of the maximum limit and the placing of the levy in the hands of the School Board would be a wise thing."

*Superintendent Girardeau*: "There are only two ways to get out of debt. One is by getting a larger amount of money, the other is to economize—to spend less money and spend it more judiciously. Two years ago we had \$6,700 worth of outstanding scrip. The seasons have been no better, our staple product, cotton, is at 4½ cents, and yet, by judicious management we have cleared up that indebtedness."

*Superintendent Buchholz:* "When I came to this country from Germany, the first thing that impressed me was the constant repetition of the saying, 'Two things are certain, death and taxes.' I heard it everywhere, but from what I have heard at this meeting, I believe it is a mistake. Death is certain, but there is nothing certain about taxes. We need this increase of taxes for our schools, so let us recommend this measure now, with our utmost endeavor. Now is the time."

*Superintendent Snowball:* "At the last meeting of our County Board we recommended that the five mill limit be removed and ten mills be made the maximum."

*Superintendent Mizell:* "My answer to the questions contained in sub-heads (a) and (b) is emphatically, No; to the first half of (c), is yes; to the second half, these are the facts in my case. At a recent meeting of the County School Board the matter was brought up and my suggestion was to leave the minimum as it is and to strike out the maximum entirely, but it was moved and carried that the minimum should be raised to five mills and the maximum be made ten."

"My answer to the first proposition in (c), I believe it should. It would give more harmony. I will not answer the second half of (c), but ask this question. Do I understand that when these fines and forfeitures were applied to the schools that the license on whisky was included? (The Chair answered, No.) Well I am thankful that we receive no money from the whisky tax to run our schools with."

#### TOPIC 6. EXAMINATION AND CERTIFICATION OF TEACHERS—

*(a) Do the fruits of the present system justify its retention; are amendments to the law needed affecting the term of validity and the number of certificates re-issuable to the same individual?*

Superintendent Ralph, owing to ill-health and the arctic weather, did not reach the Convention, but sent the following to be read:

"Mr. Chairman: My subject is one that has been discussed before every County Superintendent's Convention since the introduction of the present examination law. The original has been warped and twisted by our solons in such a manner as to rob it of its true intention, as well as to neutralize its workings to such an extent as to produce more fruit in numbers, but of poorer quality in saccharine developments. Many

horticulturists know by experience that to let a tree ripen all the fruit it sets, not only gives him an inferior quality, but it often works detrimental, nay frequently, to the destruction to the life of the tree itself. Many educators have so construed and administered the law as to prove futile what ought to have brought the best results. I believe the present Examination Law is in just such a condition as I have described. The inferior teachers are producing more inferior fruit every two years, and the good ones are not yielding the best quality, commensurate with the environments with which they are surrounded. Be it said to the credit of some of the ambitious ones, they are sending their rootlets deep down into the sub-stratum of mystic lore, reaching out their mental activities in every direction for more dew and sunshine, and feeding upon all the available intellectual food in order to produce the best results. Laws have no effect upon such as these, nor have their surroundings any power to put check valves upon their advancement.

"It goes without saying that examinations must be held, as no better test has yet been evolved from our educational compendium by which to test a teacher's ability; and yet, we all admit, it often proves a very poor test, for I am one of those who believe that 'teachers are born and not made,' to a greater or lesser extent. The law's standard of a teacher's ability is to pass the examination and obtain a certificate; my criterion is, when I enter a schoolroom to find a teacher able to impart knowledge by leading her pupils so as to get the most intelligence out of every subject, and the whole moral and mental tone of the work has an upward tendency.

"The present school law, as it now stands, with well-prepared questions—nay, I might say in a more generic term—hard questions of examination, as some are prone to put it, with a strict administration by examiners, and an intelligent grading by committees, might answer every purpose. In fact, I think, in my county, strict adherence to the law has met the shortage of the law, for at my last September examination, examinees went down like grass before the mower's scythe. (I do not speak of this boastingly, but as a fact.) But as some counties are lax, as I am told, in the administration of the present law, along the lines of which I have spoken, I see nothing better than a stringent law, and even then this law could be so extorted, distorted, contorted and exorted in its execution by officials, as to render its best results a nullity. To say I have seen good results produced by the operation of the present law, would be the mildest form in which I could

express it. We have seen our fair Florida raised from a half-way standard to the ranks of our highest and leading sister States in educational matters, under the operation of the present system. I feel proud, my fellow Superintendents, that I am one of forty-five who, acting in concert with our leader, have contributed my mite to this noble heritage, and I am constrained to say, viewing the subject from my own standpoint, admitting the good already done, anticipating what must be done in the future, to keep abreast of those marching in the van of education, we need the changing of the school law back to its first state in reference to limiting the number of Third Grade Certificates to one or two at furthest. But I do believe their duration, if but one is to be issued to the holder, should cover a period of two years. To sum up in brief, as before suggested, I am of the opinion, under proper administration by officials, the present law can be made to accomplish the most sanguine results, even that anticipated by our most zealous educators. But in the absence of such official enforcement of the law, under its present status, I would suggest that it be so amended, as to make it in fact what it was intended to be, and a heavy penal offense be attached for the least infringement or violation. While I have but skirmished along on some of the leading thoughts in my mind, I leave these things to better and abler advocates, promising my aid in enforcing the same to the utmost of my ability. The law, you are aware, has no terrors for the law-abiding; hence, I shall always strive to observe it from an honest standpoint of construction.

"There are other points of much interest that give me more worryment of mind, as how to obtain the best results in our work; of how to lift the children of today to a higher appreciation of their faculties than the wrangling over the enactment of statutory laws. My heart is often made sad by the poor attendance upon our schools, the indifference manifested by the parents, and the lethargy, sometimes, on the part of those who should be the most enthusiastic. Too many fads palmed off for educational methods, now usurp the place of stunning, knock-down, intelligent facts. Surface glitter is too often taken for the purer gems that are only found at the bottom; inexhaustible theories, and sometimes long-spun methods, about as intelligible and comprehensible to the average child as a lecture in metaphysics to a battering ram; words inexhaustible and systems interminable, with no practical thoughts or deductions, books, text-books, with no end to variety, each differing from all the others of its class, the

leading thought in the author's context being to wedge in some rule, theory or example not contained in the other books, the whole tendency, especially on grammar, being to mystify instead of simplify, an effort to reach beyond the child's capabilities by teaching Latin, Spanish and some other hieroglyphics high up in the curriculum, to a neglect of a knowledge of the three R's and other essential things in every one's history. But amid all this confiction, by intuition or otherwise, the child does improve, and we are forced to acknowledge 'the world do move.' If many of these complications, of which I have spoken, were left to themselves, and more of the real essentials and practical things of life put into practice, we would see such a revolution of motion as would cause half the world to lose its centripetal equilibrium, and would-be educators would have to call a halt, or be lost in the vortex of assimilation. T. W. RAIPH."

*(b) Do Grading Committees, as now created, give satisfaction; if not, what amendments to the law are suggested?*

"*Mr. Chairman:* I would answer most emphatically that the present system of selecting Grading Committees does not give satisfaction, nor is it in accord with the spirit and object contemplated by the school law upon this very important point.

"I understand from the reading of the law on this subject, and it is certainly very plain and definite, that its intention was to keep the Grading Committee in absolute and total darkness as to whose papers they were handling while at labor, and the authorship of no paper was in any wise to be made known to them until the examination of all papers was completed and turned over to the County Superintendent. Then for the first time the members of the Committee are supposed to know the papers of any particular individual. But experience and observation have forcibly demonstrated the fact that the law on this line is quite deficient and inadequate; so much so, indeed, that in my humble judgment the examinations, as now held, are nothing more or less, in many instances, than a mere farce. Oftentimes, I have had members of the Committee, during their work, to say to me that we examined the papers of Mr. or Miss Blank this morning, and he or she has made a good grade, or has failed, as the case may be. When asked how do you know this, they

would say that we are too well acquainted with the handwriting to be mistaken. And, while this is the case in my county, I dare say the same exists in every county of the State, for it is scarcely possible that a Committee of three could be selected from the teaching force of any county without being composed wholly or in part of those similarly informed. And in many instances there are applicants on examination who are pupils of some member or members of the Committee, and I have known cases where a pupil has been told that if you will attend my private school and then apply for a Certificate, you will be almost sure to pass. It is not my intention to accuse anyone of being dishonest in this matter, but teachers are human beings, and as such are liable to let their favoritism overbalance their sense of duty, and lean to those who have been under their supervision as pupils. We are all, of course, gratified at the success of those whom we have labored to instruct.

"This is equally true with all professions or trades; the doctor, the lawyer, or the mechanic, all are influenced in like manner, and have the same kindly feelings towards their students or apprentices.

"We should remember that 'it is human to err, but divine to forgive,' and hence we should do all in our power to prevent temptation of this nature being placed in the pathway of our teachers.

"Again, there may be a vast difference in the course pursued by the Grading Committees in the several counties. Some may be, and doubtless are, very careful, painstaking, and even rigid in their grading, realizing the high and important trust committed to them, and the purpose and intention of the law, while others are indifferent, careless and utterly disregard their duty as a Committee, and thus great injustice is done the true teacher, he receiving, after all his best efforts to improve and fit himself for his noble work, a certificate probably of no higher grade than one far inferior in teaching capacity. Then, if this be true, we readily see that this portion of our school law is a failure, and steps should be taken at once to remedy the matter.

"I would suggest that a Grading Committee be selected by the State Board of Education, of which our worthy State Superintendent is a member, from a different district than the one in which they are to act, for each Judicial Circuit of the State, and that all the papers of the applicants in this territory be sent to some convenient place therein to be graded by this Committee, and returned to the County

Superintendent, requiring each county to pay its pro rata of the expenses thus incurred.

"A Committee thus selected would be entirely unacquainted with the handwriting, or in any other way with any of the papers, and consequently a fair and equitable gradation would be the result; in short, this Committee would have no foes to punish nor friends to reward."

A. J. WOOLDRIDGE.

(c) *Does experience justify the retention of the law providing for Special Examinations and Temporary Certificates?*

Superintendent Revell, appointed to discuss this question, was not present, but it is touched upon in the discussion of the topic.

(d) *Is it desirable to re-establish Special Certificates for primary work?*

Superintendent Hollingsworth was not present, but sent the following paper:

"That the teacher should possess a broad and deep scholarship is absolutely necessary. All educators agree upon this point, and it needs no argument. Teachers should not only be familiar with the subjects they teach, but they should be well grounded in the branches that form the foundation of all education and true culture.

"The present Examination Law of Florida has put the teachers to work to gain the knowledge necessary to the pursuit of their calling.

"What will be said in this paper is not intended to detract, in the least degree, from the recognized good that Examination Law has done, and is destined to do, for the schools of this State.

"It has served its purpose well. It has awakened teachers to the fact that scholarship is necessary, and unless they study they must drop out. It has cut off, to a great extent, that individual whose only claim to a position as teacher is poverty and inability to make a living at anything else. But the time is at hand when we should make another step on the road to progress. This can be made by encouraging greater preparation on special lines.

"In reply to the question, 'Is it desirable to re-establish Special Certificates for Primary work,' we must answer yes, under proper restrictions and on certain conditions only.



"First. A candidate for such a Certificate must possess a good, broad education, should hold a diploma from an institution of recognized high standing, and possess an irreproachable character and a culture of high grade.

"Instead of the old idea that anyone who can read, write and spell, can teach little tots, we now recognize the fact that it takes the most highly cultured and best trained to do this most important work successfully.

"Second. The candidate for this Certificate must have had special Normal training, not only in primary work, but Normal training in all the grade work from High School to the First Primary Grade. This must be as imperative a prerequisite as scholarship.

"When we consider the great importance of early impressions on the child's soul, how lasting those impressions are, how much the whole of the child's future life depends upon the work of his first teacher, we exclaim, 'Who is sufficient for these things!'

"Under no circumstances should a Special Primary Certificate be issued to anyone who has not had this training.

"Third. The candidate for this certificate must have had at least five years' successful experience in primary work, two years of which shall have been in this State. The character of her work to be judged by the State Superintendent, or one appointed by him who is thoroughly qualified to pass upon such work. The Special Certificate to be good for a period of five (5) years, at the end of which time, without examination, to be issued for a period of good behavior, provided the teacher has continued in her work and studies sufficiently to warrant the same.

"But perhaps some will ask why it is necessary to have special certificates for primary work, since you would require such a high grade of scholarship, training and experience?

"We answer that the reasons for a Special Certificate are:

"First. The primary teacher must have special training for her work, which requires all the time and strength at her command. No one will deny the fact that many things that are learned in schools and colleges pass out of our minds, and we are left none the less wise thereby. In order to keep fresh for the regular Teachers' Examinations upon the many subjects, the teacher in primary grades must spend much of her time and nerve force that could be used to better purpose in perfecting herself in her particular line of work, and in broadening her horizon.

"Second. The primary teacher must continue her studies along the line of her special work; she must study the child, his needs, his individuality, and his environment. She must keep up with the progress in her department. To do this and to perform her daily work according to the requirements of her profession, it takes all her time, and taxes her strength to the uttermost.

"Many a teacher, well adapted by nature, would like to study primary methods in a good training school, where she would get that special qualification and gain that inspiration so much needed in her work. But, instead, her time must be spent in preparing to pass examinations on subjects that, in her special line of work, the primary teacher will not need, and the failure to pass in any one of these subjects means a loss of certificate, a loss of her standing in the eyes of the community, that naturally judge of a teacher's qualifications by the grade of certificate she holds, and results in the abandonment of the idea of becoming especially proficient in primary work. We should hold out inducement to teachers to enter and continue in this special field, where they are so much needed, by offering certificates showing special attainments, and by paying them better salaries.

"If a person has been thoroughly trained in a good Normal Training School, and has made a success of her work for five years, there will be little risk in making her certificate permanent.

"Teachers who have, by their preparation and work in the schoolroom, proved themselves capable, and expect to make teaching a life work, should be relieved of the anxiety on account of examinations on subjects they never use. They would be more efficient in their work, they could take up special lines of study that would give them a broader culture and develop in them a professional spirit.

"This is impossible under existing circumstances, when so much time is taken up in preparing for examinations.

"The issuing of such certificates to teachers with the scholarship, training and successful experience which would be required, would improve the school system of the State as nothing else can. It would be an inducement to ladies of culture to enter this field of work. It would elevate the primary teacher's work in the estimation of the public and the teachers themselves.

"The time is not far distant when teachers will be examined for grade work, and certificates will be named and known as

"Primary Certificates.

"Grammar Certificates, and

"High School Certificates.

"The requirements of teachers for the different departments necessitate different qualifications.

"There are, it is true, certain fundamental principles with which all teachers must be familiar, but there are also principles special in their character.

"Qualifications for primary teachers are different from those for the teacher of the Grammar School or the High School. Then why should we insist on the same examination for teachers of these different departments?

J. L. HOLLINGSWORTH.

*Superintendent Compton:* "If the law remains the same as to the time of the examinations, I do not see how we can possibly get along with one Grading Committee for the whole State. We have our June examinations and our September examinations. It takes from three to five days for the Grading Committee to do the work of the grading for one county properly. If we have one Committee for the whole State, or even for one Judicial Circuit, it would take time to send the papers of the examinees to that Committee; then it would take time to return them, it would take that Grading Committee much longer than the Grading Committee of one county to do the work, and would probably require two or three weeks' time. So on that account, I think it would be a mistake. I am speaking personally for my own county, as for Lake I believe everybody is satisfied. I do not think there has ever been a charge of fraud made in that county. I discovered a few cases of fraud myself, and simply refused to grant certificates to those persons who were practicing them.

"In regard to sub-division (c), if the State Superintendent is willing for it, I am sure I am. It does, perhaps, impose upon the County Superintendent to require him to grant certificates without examination.

"In regard to sub-head (d), I believe that the better plan is to prepare a Special Examination for primary teachers. The primary teacher has her special work to do. She has to give a great deal of time to that work which is akin to kindergarten work. She has not the time to inform

herself properly on the higher branches, so as to secure a First Grade Certificate, and yet, the good, worthy primary teacher does not like to submit to holding a Third Grade Certificate. They are too proud, and rightly too proud, because the holders of Third Grade Certificates are all looked upon as being on the same plane, and yet the good primary teacher is worth twice as much as many persons holding First Grade. For that reason, I think there ought to be a Special Examination for such teachers."

*Superintendent Parkinson:* "I agree with Mr. Wooldridge on one or two points, only going a little bit further. We should have one State Grading Committee. The conditions in our counties are different, but those in his county are a strong argument in its favor. In the first place, the examination is supposed to be a Uniform Examination. As it is now, I find teachers in some counties holding Second Grade Certificates who are better qualified than those with same grade of certificate in other counties. I would recommend that the State Superintendent appoint ten, twelve or fifteen well educated teachers and pay their traveling expenses and \$5 a day, if necessary. I believe that all papers on arithmetic, for instance, should be given to one or two teachers to grade, and so on with the other subjects. A person who has been grading on one subject all day very soon becomes so familiar with the questions that he knows exactly how to mark the papers, and can do so quickly. Then all the papers in Geography should be graded by another two, and so on."

*Superintendent Carn:* "I simply wish to put myself on record as being against any change in the Grading Committee. I believe that if the County Superintendent will do his duty, and will see that there is no fraud perpetrated in his county, there will be none. I don't care what kind of a Committee you appoint, there is bound to be some incompetent teachers get through. I have seen teachers come out of these examinations holding First Grade Certificates that couldn't work a single example in Algebra. If the fraud is perpetrated while the examination is going on, what could a State Grading Committee do in that case? If the County Superintendent is disposed to permit fraud, it can be committed in any examination. The County Superintendent can be strict or not, just as he will."

*Superintendent Baker:* "On account of the law providing for transfer from one county to another, every county is interested in the qualifications of teachers in every other county.

As the law stands, a certificate of a certain grade doesn't represent any certain degree of attainments; it is a variable factor. Consequently we are interested in what the counties around us are doing. Of course, the Superintendent has discretion to endorse or not to endorse. I have endorsed, and I have refused to endorse. We are apt to endorse where nothing appears to the contrary. I hope that a Grading Committee will be appointed, either for each Judicial Circuit or for the State at large. I would be pleased with either one. One reason is that I would hate to have to refuse to endorse some people's certificates which I might have to do, but the proper reason is, I think, it will promote the interests of education."

*Superintendent Sams:* "I do not desire this amendment to the school law. We have not yet arrived at the stage where the State can furnish all certificates. We have to have Temporary Certificates on some occasions. We have to use our judgment on the qualifications of the teachers. Let the law stand as it is, and give the County Superintendent more power."

*Superintendent Eppes:* "If the present law is not a uniform one, I don't understand the law. The State Committee system could not be applied. We might be waiting for the schools to open while the Committee is grading the papers, and we couldn't open our schools until they got through with the papers."

*Superintendent Schell:* "Mr. State Superintendent, you told me never to put anybody on the Grading Committee who was running one of these little certificate mills. You did more for Bradford county in that, than in any other one thing you ever did. I think the law is best as it stands. Perhaps, if it needs revision, it is in cases of redress. The publication of papers—I don't see where that is redress. It has been suggested to me by a good school man to let the disgruntled applicant select a teacher holding a First Grade Certificate, placing him under the same restrictions as any other member of a Grading Committee. Let the County Superintendent select another, and let these two select a third. Then let these three arbitrate the matter. I don't know if that would be the best thing, but it is merely a suggestion. But the law, as it stands, is a good one."

*Superintendent Mizell:* "If uniformity is desired, it seems to me that a State Committee is desirable in order to remove all of these possibilities of fraud, etc."

*Superintendent Buchholz:* "The advantages set forth do not warrant a change at this time. The proposed change would not be sufficiently beneficial to make it wise."

2:30 P. M. WEDNESDAY.

TOPIC 7. TEXT BOOKS.

(a) *Is uniformity to any extent preferable; to what extent; is it desirable for the whole State?*

*Superintendent Philips:* "The experience is that we need some uniformity. For a great many years it was the practice in this State to allow the teacher of a school to introduce and use just such books as suited his fancy. The course of study was of his own creation, the text-books after his own notion. Changing the teacher necessitated changing books, as well as the course of study. Laws were made requiring that we have uniformity in our counties. These adoptions were first made in 1883, supposedly for a five-year period, and it has not changed in practice since. Most counties have made uniform adoptions since then on the five-year plan. There are some counties now breaking away from this, having heard that there was no real law requiring it. Quite a number of counties, according to my information, have not entered into another contract with any book company for any length of time.

"This naturally brings up another question, 'To what extent should we have uniformity. Should it be uniformity in certain cities, certain kinds of schools, or in certain grades? Abstractly, is uniformity desirable? All teachers would answer in the affirmative. As to what amount of territory it should be uniform over, brings up another kind of talk altogether. We can't say that because a thing is good for Jacksonville, it will be good for the whole State; or because it is good for the Smiths that all their kin should have it, until we include, possibly, the whole human family.

"Is it desirable for the whole State? This will bring up more talk. Because now we plunge into the real question. This would not be a fancy or a notion, but it would be a judgment. We contemplate in this matter the enacting of a law for the State of Florida that will require all County Boards and school people to use the same books all over the State, it matters not what the conditions of the counties were, how large, how small, or where situated.

"It was announced that I would finish my St. Augustine speech. I would not undertake to make the same speech, but would rather argue the matter.

"In theory, our counties are political units, as well as school units. The law declares this to be true. The school district is so declared by law to be one county. We work according to the units, and the whole is made up of these units. In practice, the people of a county feel very much united, not so much in religion or by any other thing as by politics. We announce the news of elections from counties, and we have a common feeling that we in a county are one. The county is a unity in feeling.

"It is a beautiful thought that it would be unsafe to disturb this unit. The family is a unit and we don't want to disturb that family unity, break up its relationship. I think it is a good thing to start with some unit, consolidate the interests and feeling in that unit, make it feel like a factor in the organization, whether of politics or schools, or, if we could do so, in religion. Let us foster this feeling so that when the center is struck the circumference will be shaken. Let us not attempt to affect the whole State; it is too gigantic in its proportions and too immense in its form. A thought that comes to my mind, also, it is undemocratic to talk about having some one else do for us what it is our right to do for ourselves. We want no government force to bring these points as near to the people as possible. Those who are more closely in touch with the people than any other are the School Boards, and to them should be left the matter of book adoptions. The County Commissioners are appointed, the School Boards are elected by the people, and are consequently nearer to the people. This nearness to the people is the democratic idea of our country, and to let the people control what they can. What they can't, naturally throws itself upon the State. There are some things which the State must do, which it is unwise and unsafe to let the people undertake to do. It is unwise and unsafe because it tends towards centralization, the antithesis of the facts I have just been stating, which draws away and takes from us that which we are capable of doing ourselves, which is our own right.

"Generally, in States where they have Book Commissions, the teachers of the State form the minority. The Governor, the State Superintendent, some other officer, perhaps, one or two lawyers, and two teachers, would compose the Commission. That would be about twenty-five per cent. of teachers

on the Commission. These gentlemen would meet, receive their per diem and mileage, and say to the people what books they were to use. These books are not always any cheaper or any better.

"It is said that State Uniformity would stop competition. Well, I do think that in Florida something ought to be done to regulate the traffic in text-books. It is perfectly right for the company to come into our midst and place their books in our hands; it is perfectly right for them to do as much business as they can. But they generally retire from the field leaving a local agent in the State, and County Superintendents inform me that they are not satisfied with the way books are handled in their counties. The State Superintendent of Michigan reported to me that in some counties books sell for 40 cents, in some for 50 cents, and in some for  $37\frac{1}{2}$  cents—some men making 25 per cent. and some 50 per cent. commission. It is not so bad in our State, but sometimes people go to the stores to find books and can't get them at all. The traffic needs to be regulated. We can't leave this to the merchant who sells general merchandise. He will let his stock of books run out because there isn't much profit in them, and men who travel fifteen or eighteen miles to get a Reader for their children will not go back without one if it can be had; so, if the merchant happens not to have the one called for, they will take whatever he offers, to avoid going back without any.

"It is the boast of the Frenchman that he can look at the clock and tell, from the time, what every child in France is doing just then, and it may be that there is a desire on the part of the State officers and County Superintendents to have a State Course of Study, that we might know what every child, from Pensacola to Key West, is doing at a given moment. But if a State Course of Study were preferable, there would be some demand for it. There is no such demand, hence there is no necessity.

"I know that the text-book question is broad and deep. The companies employ one man who shall say—I know the American Book Company pays one man \$10,000 a year to look over manuscripts and say whether or not the company ought to try to put that book on the market. He is the editor, and whatever he says is done according to his judgment. Then the book is out, is on the market; it must be introduced. So they send copies to the County Superintendents, to prominent teachers, to State Normal Schools, and State Superintendents, to see what they think of it.



There is nothing wrong in this; it is perfectly legitimate. It is our delight to receive a notice that such a book has been sent us. We examine it, and approve or condemn it. It is the united opinion of school men that makes that book popular. Before the agent attempts to push it, he seeks the united judgment of school men. If we had a Commission to select text-books we would be denied the privilege of seeing and passing on these books. The book companies would no longer allow us this privilege, because they would be interested in what the twelve or fifteen men at Tallahassee would say, not what the school men of the State would say. And, if a book was not endorsed by the Commission and adopted by the whole State, it would be withdrawn from the market, no matter what might be our opinion of its merits.

"I would object to State Uniformity of Text Books by State adoption, because there would be but one set of books. South Carolina has ten. We don't need men at the Capital to say to the counties what books they should use. The system in Duval and Hillsborough and Levy Counties, and others, are there to stay. We don't want them disturbed, we know best what we need. The conditions are not made by the people, but the people must meet the conditions. If we were restricted in the choice of books much supplementing would be necessary, and that would be expensive. It would make some counties throw off some inferior books, but it would make other counties cast away many good books at great cost. To change all the text books in use would cost about \$197,000; there are about 100,000 children in the State. That is too high, of course, because many children have books that could have been handed down to younger brothers and sisters. It would require twelve years at a simple rate of interest to the people to get back the investment. It costs too much to encourage this plan. Besides that, I should say that a Commission would rather look at the intrinsic merit of a book in adopting than at its utility. The question of whether it will suit certain counties will perhaps never be taken into consideration. Then, we might get some men who would put on us very costly books which we would be compelled to use.

"My recommendation is to let our County Boards select three teachers who, with the County Superintendent—or more teachers than three if you choose—shall form a Book Commission, for that county. Then they shall meet, adopt books according to the plans of the county and the course of

study, the conditions in the county and the degree of advancement of the children, for five years. Let the Boards of Education guarantee to the Book Companies that their bills will be paid, or buy outright and place in the hands of agents to be sold on a commission of 10 per cent., the rest of the profit to go to the children who buy the books, and say to the Book Companies: 'We want 25 per cent. discount from your wholesale price list. We have taken out your middlemen. The traffic in school books has gotten through with the steps down from the publishers to the people as other commodities have not. We do not have commercial men coming round quoting us the price of school books. We have done away with the middlemen and we want you to share with us the profits we have saved you by the elimination.' The State representative of one book company in this State writes a few letters and sends out a few samples of books—he doesn't sell books at all. I see no reason under the sun why, with all the middle men taken out, the books coming fresh from the press to the people, the company should not make, with this consideration, a reduction of 5 per cent. more, at least, and then credit up the amount at the end of the term. All that the Book Companies would need would be a guarantee of their bills and the sale of their goods and they would meet the people on the question of price."

(b) *What are the arguments in favor, if any, of creating a State Text-Book Committee to examine and endorse several series of books from which County Boards must make adoptions?*

Superintendent Eppes read a paper on the above subject, but either failed to hand it in, or it was lost.

(c) *Is the experiment with the Free-Text Book System sufficiently satisfactory to commend its adoption by all counties, or by the State?*

Superintendent Hinton being absent, Superintendent Sams, Brevard having the Free Text Book System like Osceola County, spoke as follows:

"We have made the experiment in my county and we have been successful in it. We find that it is the best and the cheapest method of supplying books to the pupils. Year before last the cost of the free text books was 59 cents per pupil, last year and this it was 40 to 45 cents. Then the books are better kept, more carefully handled. I have found in some

schools books perfectly good that had been used for ten years. Even in negro schools, where the books are usually destroyed or considerably worn and 'dog-eared' the first month, they have been more carefully handled and are much better preserved. I saw some books that looked perfectly new, and yet had been used for six months. That has saved the county money. And then the teachers have done better work because the pupils had the proper books and were all supplied on the opening of the school.

"In the control of books by the county, I do not think that it is at all essential to have the same text books in every school in the county. For this reason: Some teachers are accustomed to follow one line of work and very often find they can do better work with a book which treats of the subject from a certain standpoint, and if the teachers are accustomed to it and do good work in it, I find it not objectionable to let them have it."

*Superintendent Buchholz:* "The only way to solve these questions is to establish a profession of teaching, then the text book question will be solved very wisely and quickly, and in no other way can this question be solved. Teachers regulate these things. The Free Text-Book System—I listened to Mr. Sams and yet I am of the same opinion as before. I think that the children of American citizens should buy their own books, and only children living in poor-houses should be furnished books. In a monarchical government even, citizens are expected to do that, where they have money to maintain well a profession of teaching. But in a government like this, where every one is a sovereign, he should not be taught to lean too much on the Federal or the State Government. If we had a profession of teaching, publishing companies would sell more books for supplementary reading.

"With reference to the Uniform State Text Book Law, I had opportunity given me a year ago at Jacksonville to express my views. I have studied the subject very carefully since that time. I have tried to get arguments from other parties on the subject, and I have not changed my views, and now to bring this matter again before this body of Superintendents, I will present a resolution which will simply sum up the points made by Mr. Philips and other gentlemen before us.

"Resolved, That it is the sense of this Convention of Superintendents of Public Instruction of Florida, that State Uniformity of Text Books is unwise, non-progressive and undemocratic; that County Uniformity is desirable, and it is

hereby recommended that the next Legislature of Florida do enact such laws as will perfect this plan and provide for the selection, adoption, purchase and sale of books by or under the supervision of County Superintendents and Boards, in the best manner to protect pupils and patrons."

The Chair stated that a vote upon this resolution would be taken under topic 10, with all other resolutions and suggested amendments to law.

**TOPIC 8 -SUB-DISTRICT SCHOOLS AND THE LAWS APPERTAINING:**

*(a) Is the law operative; what difficulties arise in its execution; have the results of the system been such as to justify the perfection and retention of the law?*

"*Mr. Chairman*--The sub-district law, while yet imperfect in details, may be applied with success in all towns, and, to some extent, in many comparatively sparsely settled districts. There seems to be no reason why it could not be applied to the whole county by dividing the same into two or more districts.

"This is a wise provision in a State where the county levy is limited to five mills.

"Its object is plainly to enable any city, town, community, section or division of a county to escape the deprivation of being compelled by law to limit its school levy to five mills.

"The amount raised is paid by the Collector to the Board of Trustees; these Trustees are under a bond fixed by the School Board. By this the law clearly implies that this amount shall be expended by the Trustees. Each sub-district is therefore enabled to extend the county term one or more months, make repairs or add needed furniture or equipment which otherwise could not be secured.

"Sub-districts are successful even if the amounts raised are only sufficient to extend the term one month. The co-operation of three competent Trustees in a district is of great assistance to the County Board and by thus giving the people a local voice in the management of their own school, interest is created, the condition of the county and the needs of the school appreciated, and the County Board and the patrons are thus brought into closer touch on all questions pertaining to education.

"The imperfections of the law are few. It would be well if the duties of the County Board and Trustees were more

clearly defined, and yet there is nothing in the law which implies that any of the power of the County Board shall be delegated to the Trustees. Each is a corporation. The County School Board runs the school as any other county school, appoints the teachers, fixes their salaries, pays salaries and makes such repairs as it sees fit. At the end of the county term, the Trustees have full power to expend their money as they see fit, provided the same is for school purposes.

"The County Board may allow the Trustees the privilege of selecting teachers, but the appointment must be made by the County Board. The Trustees shall, according to Section 94 of the school compilation of 1897, supervise the school under the direction of the Board, see that the teachers perform their work promptly and energetically and report to the Board as to the general work of the school.

"The law in regard to the collection of the three mill tax operates as well as does the law in regard to the collection of the State and county taxes. In fact, as both taxes are collected together, I see no reason why there should be any trouble with either except that which arises in both from the law by which taxes may remain unpaid until April. Railroad taxes have been paid in our county except by the J. T. & K. W. which, being in the hands of a United States Receiver, seems for the present to be exempt. This Road, however, owes our County Board two years' taxes. As with county taxes so with sub-district, in many cases the teacher must wait for his salary unless the amount is advanced by the Trustees.

"Most of the difficulties that arise are in the organization of a sub-district. It is difficult to persuade a certain class in every community to voluntarily tax themselves for any purpose. If a few influential patrons can be convinced that the term should be longer, that the county fund is not sufficient, that if, for example, their whole tax is \$15 the additional burden will be only \$2 or \$3 more; that by giving this small amount their own children will get the advantage of it, and one, two or even three months will be added to the term of their school, very few will refuse to vote for it, but will work to secure the benefit of this law. The average man who opposes taxes is ignorant and poor. His taxes may be but \$2 or \$3, but few of these will refuse to add 40 or 50 cents to this amount when, by so doing, they know that the non-residents, corporations, and wealthier people will pay the principal amount.

"Some difficulty arises in giving qualified voters an opportunity to register. The County School Board should have

power to prescribe rules for this purpose and this may be implied already, though it seems doubtful, by Section 83 which prescribes that the election shall be under the direction of the County Board. This is more apparent when we remember that the sub-districts do not coincide with election precincts. Some districts lie in two precincts, some adjoining districts overlap in adjoining precincts.

In conclusion, so far as my observation extends, the results of the system have been such as to justify the perfection and retention of the law, even though the 5 mill maximum be abolished and the School Board be empowered to make the County School levy.

"I give here a concise but detailed statement of our sub-districts showing:

Name.	Enrollment.	Monthly Salary.	Millage.	AMOUNTS RAISED, PER ASSESSOR'S BOOKS.			
				Real	Personal.	Railroad.	Total.
DeLand.....	215	\$295	3	\$983 97	\$249 63	\$155 64	\$1,389 24
Daytona.....	218	275	3	899 29	203 25	46 57	1,149 11
New Smyrna....	107	170	3	279 39	30 93	93 87	404 19
Orange City....	43	40	3	243 15	35 01	148 80	426 96
Enterprise.....	21	40	3	120 72	30 66	250 03	401 41
Holly Hill.....	28	35	3	129 27	2 58	64 75	196 60
Glenwood.....	8	35	3	93 03	29 82	67 81	190 66
Osteen.....	56	90	3	41 40	42 36	87 30	171 06
DeLeon Springs	19	40	3	91 74	7 80	70 38	169 92
Lake Helen....	22	40	2	98 76	33 10	31 37	163 23
Glencoe.....	31	50	3	48 29	1 83	29 01	79 13
Hawk's Park..	13	35	2	31 32	9 28	32 39	72 99
Oak Hill.....	26	35	2	24 90	3 66	42 07	70 63
Total.....	807			\$3,085 23	\$679 91	\$1,119 99	\$4,885 13

J. B. PARKINSON.

(b) *With a maximum levy of five mills and school funds still inadequate, what alternative is left?*

"*Mr. Chairman*—When a county reaches the maximum levy of five mills and the funds are still inadequate, which is generally the case, the only alternative is new legislation. Sub-districts will not meet the deficiency.

"There is great need of more money in Marion county, the same is doubtless true in all counties, save perhaps in Duval and Hillsborough. All schools should have a longer term. If every white school in Marion county was a Sub-district, and

made an average levy of two mills, it would give \$10,000 collected by Sub-district tax, which would run every school for both races for two months. But if collected and used on the Sub-district plan many districts would raise only \$10 to \$20, which in most cases would have to be divided between a white and colored school, and would not be sufficient to run either school an extra month, the money would be of no practical benefit. Moreover the \$10,000 would be in the hands of 78 different sets of Trustees, the Board of Public Instruction has no authority over this money, each set of Trustees applies it as seems best to it, is it not reasonable to suppose that much of this money would be used to no practical purpose?

"Suppose 50 men, each with his back turned to the other, were laying brick on the wall of a mammoth building, and there was no general overseer to see that they line with one another, what kind of a wall do you imagine they would make?

"The Sub-district plan is all right for meeting incidental expenses, but it can not give a county a higher standard of education with a uniform system.

"There are several ways by which the Legislature could meet the growing and imperative demand for better schools and longer terms. The easiest and simplest way is to remove the maximum limit for county levy, or make it 8 mills.

"I deny all statements that the people object to being taxed heavier for school purposes.

"I made it a special point in my rounds over the county, to talk with patrons this year about taxes. I find that the representative men do not complain about taxes for schools, nor do the majority of men. There is a small minority that make much complaint about high taxes, and some catch up the idea that everybody is complaining. Everybody should complain when funds are wrongly used, but they will not complain when funds are properly used for schools. Men by the dozens, paying annually all the way from \$5 to \$100 taxes, have said to me, if you will make the schools better and insure to my children a good common school education, I will willingly pay twice as much tax. I believe, if the question was properly brought before the people of my county, they would cast a two-thirds vote, to-morrow, for a six-mill levy for schools.

"No intelligent man, paying less than \$50 taxes, with several children to educate, will complain when he knows it would take \$100 a year to give his children half as much education in private schools.

"Increasing the State levy 2 or 3 mills would be another alternative, but I do not think so well adapted to each county as to increase the county levy.



"I think it would be a good law to make the payment of a poll tax a pre-requisite to send to school, that is, allow no person liable to a poll under the present law to send to school unless his poll is paid for the previous year. It would add just \$1,000 to the school fund of Marion county.

"Any alternative is better than borrowing money. I believe in no law giving School Boards authority to borrow money or to issue bonds—bonds are like mortgages, seldom paid.

W. D. CARN.

*(c) Give the reasons therefor and the amendments to the laws necessary to obviate friction and to perfect the sub-district system.*

"*Mr. Chairman:*—The Sub-District law is one of the very best on the statute books. It is based on a provision in the State Constitution and is a permanent feature of our system. If the maximum limit in Section 8, Article XII. should be increased to 10 mills, it would be well even then to allow the Sub-District law to remain, and perfect it. There may be progressive districts in a non-progressive county that could derive advantage from the Sub-District law, that would be cut off if this law should be repealed, because the maximum limit is increased.

"The Sub-District law needs to be amended in several points to make its meaning clear and provide for some defects. The old maxim, 'Where the law is uncertain there is no law,' applies here.

"I would mention four points needing amendment in order to be clear and unmistakable, viz.: The manner of holding an election, appointing supervisors and clerks, levying or fixing the rate of millage, and the relation of the Board of Trustees to the Board of Public Instruction.

In order that I may be fully understood I submit with this a draft of a bill amending the law in these points and showing plainly how and what changes I would suggest.

"In the practical operation of the present law, after the districts have been established, I beg to detail here the methods employed in my county (Citrus.)

"1st—A map of the county is furnished the County Assessor with the boundaries of each district plainly marked on it, together with a written description of the same. He makes the assessment from these facts.

"2d—The County Tax Collector is required to collect this tax as he collects the ordinary revenue. He keeps a strict account of these collections for each district. At the end of



each month he makes a written report to the Board of Public Instruction, showing the full amount collected for the month and the amount belonging to each particular district. This statement is kept on record in the school office. He also sends a notice to the Treasurer of each Board of Sub-District Trustees notifying him of the amount collected for that month for his district, and encloses a receipt for him to sign and return that the money may be forwarded to him.

"3d—A Record Book is furnished each Board of Sub-District Trustees for monthly reports to the Board of Public Instruction. This book is so arranged as to furnish blank reports for each month in duplicate. This report, when filled out, shows the dates and receipts and sources of all moneys received on the 'debit' side; and on the 'credit' side all the moneys paid out, what for and when, and then shows the balance carried forward; two copies of this are made out and signed. One copy is detached along the perforated lines and sent to the County Superintendent. The other is kept in the book like the stub in Tax Collectors' receipt books, and is an exact copy of the one sent to the County Superintendent. The County Superintendent keeps this on record in the account with each Sub-District. By this plan there is no difficulty in ascertaining at any time what has been collected in each district, how much paid out, and what is on hand.

"By these methods the work is reduced to a system and simplified so that confusion is avoided and friction reduced. My experience has been that where the money collected under this law has been properly used and the advantage made plainly apparent to the people, the law grows in favor. Hence the necessity of systemizing its details carefully and seeing that they are properly carried out."

C. S. YOUNG.

The proposed bill submitted by Superintendent Young was read and referred to Superintendent Compton to be brought up and voted upon under Topic 10.

Superintendent Thrasher filled his place on the program, but the stenographer took no notes, supposing his remarks would be handed in.

8 O'CLOCK P. M.

At the evening session very excellent addresses were delivered by each of the following: Prof. W. S. Whiteman, of the West Florida Seminary, as substitute for President Murphree on the programme; Principal C. L. Hayes, of the State Normal School; Dr. W. F. Yocum, President of Florida

Agricultural College, and Miss Yendes, author of "Preston Papers." The length of these addresses prevents the publication of even synopses here.

THURSDAY MORNING, FEB. 16—9 O'CLOCK.

The Convention was called to order promptly on time by the Chair. Supt. Mizell led in prayer.

TOPIC 9—COUNTY SCHOOL OFFICERS.

- (a) *What should be the essential qualifications to constitute eligibility for membership on a County School Board; would the efficiency of the body be enhanced by changing their term of office, their number, their succession, and the mode of selection?*

*Mr. Chairman:*

"1st. The essential qualifications for membership on a County School Board should be, practical judgment, fair-mindedness, some acquaintance with the methods of business, and sufficient education to appreciate education as a necessity, rather than a luxury. Our counties being divided into several School Board districts, it occurs in most cases that two of the members are elected from the country, who are usually men with scant education, without experience in the general details of business, and have no practical idea of the character of the work they are called upon to direct. They usually come to the Board with the one idea that they must 'cut down expenses,' and their favorite point of experiment is the teacher's salary, which, though already inadequate, they proceed to pare down, with the result that the most desirable teachers seek other fields where their worth will be better appreciated, and the county from which they go must content itself with such teachers as chance may throw in its way, or whose merits do not recommend them to positions more profitable—a fact that the School Board finally learns, but too late in its official life to be of practical value to the county.

"2d. The efficiency of a School Board chiefly depends upon its official experience. Under our present system of electing the entire Board every two years, it often occurs that after an election, and in the middle of the school term, an entire new Board, sometimes including the Superintendent, is called upon to take charge of the school affairs of a county without any previous experience, knowledge of the plans of the retiring Board, state of its finances, its resources, condition and needs of the schools, buildings, merits of the teachers, etc.

The first year of the life of that body is mainly a period of investigation and experiment, only to be repeated, likely, at the end of the second year by the induction of another entire, new and inexperienced Board. Thus much valuable time is practically lost, and money unwisely spent, because the Board is ever without any settled and continuing line of policy in the direction of its affairs. The efficiency of the body would be greatly enhanced by changing the term of office, making it six years, thus giving the members opportunity to acquire experience, and time to apply it in the administration of their school affairs.

3d. There need be no change in the number. Three members are sufficient for all practical and economic purposes.

"4th. Making the term of office of a member of the School Board six years, but one member should be elected at a time, every two years. By this method there are always two members upon the Board who are acquainted with all the details of its affairs, to direct and sustain any policy that it may have mapped out.

"5th. The present method of electing the School Board is probably as good as any that I can suggest." C. A. SNOW-BALL.

(b) *Is it expedient that the County Superintendent be made ex-officio a member of the School Board?*

Supt. Wooldridge filled his place on the program, but failed to file his remarks with the Secretary.

(c) *What the requisite qualifications for a County Superintendent; what division of time should be made between office work and school supervision; what his real functions in visiting a school; what should be his attitude to the community; what portion of time should be devoted to official duties, and how should his salary be regulated?*

"Mr Chairman:—Progress in education is largely due to intelligent supervision. Observation proves that the educational progress of a city, State, or nation, is in the direct ratio of the efficiency of the supervision. Organized and well directed effort will always succeed. Without intelligent supervision, the tendency of all work is to drift to the lowest level. Educational work, especially in public schools, will de-

generate into dead mechanism and meaningless routine. The public school is the school of the people. From it, in the future, as in the past, must come the majority of those who will be the nations leaders and thinkers; the developing power of the race.

"If there is truth in the old adage, 'As the teacher so is the school,' then we may say with equal force, as the Superintendent so is the teacher. None but thoroughly efficient men should be called to this all important work, the influence of which will effect not only the present generation, but generations to come. They should be employed and dismissed upon the same basis that teachers are employed and dismissed.

"The Superintendent must be a man of character, progressive and aggressive in spirit, a man of strong conviction, of high and worthy ideals, earnest, brave and courageous, with a love for his work. He should be of a sympathetic nature, inspiring and uplifting, seeking in all his efforts to better mankind. The Superintendent must be a man of broad intelligence; one who has studied, intelligently and comprehensively, the science of education, and has successfully applied the principles of the science and art of teaching; otherwise, he can not judge the scholarship and teaching power of teachers, nor can he instruct, direct and sympathize with them.

"It is further necessary that he have organizing power and executive ability; a clear insight into, and knowledge of human nature, that he may judge whether the teacher possesses, in addition to a proper knowledge of the subjects named in his certificate, those indispensable traits; tact, sympathy, firmness, earnestness and conscientiousness, in short, the Superintendent must be a fearless and competent educator.

"The work of a Superintendent requires vigorous health, and untiring zeal and energy. As the work is so far reaching in its effects, he should devote his entire time to the supervision of the schools, to the planning of courses of study, conducting of institutes, to the study of the constantly changing conditions and problems that affect the county, State and nation, to keep in touch with the best thinkers of the age.

The routine work of the office should be done by a clerk, under the direction of Superintendent; and the Superintendent should not be forced to give his time and talent to work of minor importance; educational work, and not clerical work, should claim the time and attention of the Superintendent.

"In inspecting schools the character of *his* work will determine the character of the schools, and the test of his efficiency is the efficiency of his schools.

He should devote at the least from two to three hours to rigid and well planned inspection of a school, inquiring into the neatness, cleanliness and attractiveness of the school house and grounds, into the teaching power and methods of instruction, into the order, attention, manners, powers of expression both written and oral, into the condition of the pupils' books, and the teacher's program and records. He should require the teacher to teach, to conduct recitations, and to examine the several classes; but he should also examine, and especially give questions to which the pupils have not learned answers. This will enable him to test the real progress of the school.

"The teacher is strengthened when he knows his work is to be tested by a man who has confronted the same difficulties, and who has successfully overcome them; when he knows he will be held responsible for the manner in which he does his work. The course pursued must strengthen and inspire the teacher and encourage the pupil. All corrections and criticisms must be made in private. The teacher, often isolated and overtaxed, needs encouragement and appreciation, advice and instruction.

"As the Superintendent, by virtue of his high calling, is to be a leader of thought and opinion, he knows he must not only arouse enthusiasm in his teachers and their pupils, but he must awaken a true educational interest in every home in his county; and in a practical, tactful way enlighten school officers as to what constitutes a good school and how it is to be established. When the people have become once thoroughly aroused as to their responsibility and the importance of the work, they will be found ready and willing to act, freely making sacrifices in order to secure the best training for their children. On the whole, the people desire the right education of their children.

"There are many ways in which a Superintendent may arouse the required interest and co-operation. Evening meetings for parents, teachers, advanced pupils and citizens in general, for two or three school communities. Institutes and the circulation of appropriate literature are some of the best means.

The salary of the Superintendent should be regulated by his ability and the efficiency of his work. County School Boards composed of intelligent, public spirited, *fearless*, practical men should fix his compensation. It cannot be regulated by statutory laws, and will never be attempted by wise legislators. Efficient School Boards will expend money consecrated to education in the most judicious manner. None but the ignorant and vicious will grumble about judicious school ex-

penditures. The right development of the children is of priceless value, it needs the direction of a master workman.

*"A poor Superintendent is dear at any price, but a good Superintendent is worth many times his salary. By his fitness for the work he saves waste of efforts, talent, time and money. To employ men unfit for the work, simply because they work for little money, is poor economy. Cheap men do cheap work; and cheap work here means waste; money, precious time and brain power are wasted—all are lost."*

"Educational work demands the best talent and the widest experience.

"I have presented no new thoughts. These thoughts have been advocated for ages and are still held by the best educational thinkers the world over."

L. W. BUCHHOLZ.

*Superintendent Curn:* "I think the law should give the County Superintendent more power. If the Superintendent has a voice, then he should have a vote, and there is no question but that he has a voice. I believe the number on the School Board should be lessened, if anything. Three are enough and will do more efficient work than five. I believe one member should be done away with and the County Superintendent made a member of the Board. But I am willing to have five members, or any other number provided the County Superintendent is given more power and influence in his county. Furthermore, I believe that the salary of the County Superintendent should be fixed by law and not left to Boards. So long as we could get intelligent Boards and without prejudice towards the County Superintendent it would be all right. I believe that every man, every teacher, should be paid according to his qualifications and the work he can do."

*Superintendent Glenn:* "I don't want any change in number of the Board of Public Instruction. Three men are enough for me to handle. But I would like something of this kind. The nearest that ever I came to being a member of the Board of Public Instruction was on a Committee on Teachers, in which every member of that committee had a *veto vote* on the election of teachers. It worked admirably. If the Board should be transformed into a Committee on Teachers and allow each member to have a *veto vote*, there would be no trouble about getting good teachers. Don't change the Board, but organize a Committee on Teachers which shall include the County Superintendent. He should not become a member of the Board in any way except ~~by~~ being a member of the Committee."

*Superintendent Philips:* "I believe that if our School Boards were elected by the whole county, instead of by districts, we would get rid of a good many troubles. I furthermore think, as Prof. Glenn, that when we come to select teachers, if the County Superintendent had equal powers with the members, many other difficulties would be eliminated. It is impossible under any scheme of government or wise legislation to make the sky clear and the atmosphere invigorating; we cannot sail always on a calm sea, there must be some storm, and the—

*Superintendent Baker:* "Is it not true that the School Board is elected by the vote of the whole county?"

*Superintendent Philips:* "That is the spirit of the law, but the fact is that one member is elected from one district and he is supposed to take care of the interests of that district and not bother about any other, and this is true of each."

The Chairman announced that he would shut off further discussion of this Topic and would now take up Topic numbered 11 before 10.

#### TOPIC 11—MISCELLANEOUS QUESTIONS.

##### (1) *Should the system of grading pupils be uniform in a county?*

Superintendent Lynch being absent, Superintendent Philips volunteered the following:

*Superintendent Philips:* "I say most emphatically that the system should be uniform. Both parents and children are delighted that they may speak of the grade to which the child belongs, thus placing him with his fellows at once. The parents may not know anything about Grammar or Spelling or Arithmetic, or anything else, but they know the grade their child is in.

"It also forms the basis for the examination. We require written examinations, beginning with the 5th grade, and prepare questions reasonably hard; upon a basis of 60% average, promotion cards are issued to those children. I prepare all the questions for the sake of uniformity. The teacher grades the pupils and then forwards all papers to me to be re-graded. A record is made of the date of the examination, of the average made, and of the promotion of the child. Gradation means systemization, it means laying a foundation so that you know where you stand, it means organization. Any teacher will agree that our schools should be graded, and the only question is as to whether or not it should be uniform. It is



uniform in our county and the work is better organized, more systematic and more satisfactory in every way."

(2) *Should penmanship and book-keeping be made obligatory in the course of study?*

Superintendent Fisher was absent.

*Superintendent Compton:* "In my report to-day that will be one of the amendments recommended to the School Law.

(3) *Should the three-mile limit relative to the location of schools be observed, and attendance be restricted to the residents of the school district unless permits be granted by the Board upon reasonable grounds to attend school in another district?*

"*Mr Chairman:*—The three-mile limit should be observed. In many cases schools may be more than three miles apart. They never should be less. The unnecessary multiplication of schools increases expense, and often results in poorer teachers. Before the era of Public Schools, when each parent paid his children's tuition, it was found practicable to attend school, in some cases, three miles away. It is certainly practicable now for them to attend at a distance of two miles, or even three, in an emergency. Stalwart children are rather helped than hurt by a reasonable amount of exercise in walking, to counteract the evil tendencies of a sedentary life in the school-room.

"*As to restricted attendance:*—As a rule pupils should be restricted in attendance, to their own district school; the rule, however, should not be inflexible. For good reason (to be judged by school authorities), special permits may be granted to attend in another district.

Sometimes, for instance, a low grade teacher is not competent to instruct an advanced pupil living in the district. In such a case, our County Board provides that he may attend in another district, by getting consent of both Supervisors; and this arrangement is subject to review by the Board.

Pupils who have already attended school in their own district, must not attend in another, if it crowds the school to the detriment of the legal pupils; but if it does not so crowd it, the Board will offer no objections, although the teacher will not be compelled to receive them; and no pupil shall be reported as 'legal' in more than one school."

R. Q. BAKER.



- (4) *Should a uniform system of Record Books be prescribed and furnished at State expense for the offices of County Superintendents?*

"*Mr. Chairman*—The money order system of the general government is about perfect in its workings. The various reports are so plain and comprehensive that it is an easy matter for the auditor to tell just what each office has done and the condition of its affairs. This is all due to the uniform system of its record books and report blanks, or forms. The necessary books are furnished by the department, and are the same for each office—not for one county or State, but for every State alike. Now all of these reports are based on one paper, the application for the order.

"In like manner all the reports of school work are based on the teacher's report. This being the case, that report is the most important of all, should be uniform throughout the State, and it naturally follows that all records that pertain to this report in any manner should be the same in every Superintendent's office. The next in importance is the financial report, which some think the *most important*. Be that as it may, the necessary columns should be in the book or books kept in the Superintendent's office, and should be uniform throughout the State. Then, if at any time the State Superintendent should want any information from the various County Superintendents concerning the work or financial condition of the State, to enable him to make out any report he felt called upon to furnish, without any delay and with but little trouble, the County Superintendent could furnish a brief, clear and intelligent report covering the matter, and the records being uniform, the desired information would also be uniform, the work of the County Superintendent simplified and the State Superintendent's report rendered accurate, without needless and voluminous correspondence. Now, if these record books are to be uniform, and of any use to the counties, they should be made by the State Superintendent, for two reasons—economy and uniformity. They should be made to correspond with the Annual Report.

As all the money for the State is furnished by *all* the counties in the State, it would amount to the same thing in the end, should the State furnish the counties with the necessary book or books. The people pay the bill, and we should see that they get their goods as cheap as possible. Then let the State furnish the books, as they are absolutely needed in every office." Z. T. MERRITT.

- (5) *If school terms were materially lengthened, would the patrons send to school regularly enough to justify an eight months' term in the rural districts?*

*Superintendent Williams:* "Mr. Chairman, the children of the State can never be educated with only a four months' term of school. But it is a difficult problem to solve to know how to raise the means to enable my county to extend the term of school to eight months. If it could be done, I am satisfied that many parents at first would not send their children more than four months, but that many others would. At least, all parents that feel a proper regard for the children that God has given them. In course of time it is possible that sentiment might develop to the extent of bringing into the schools all the children for the full term of eight months. Individually, I would like to see the term made eight months if it were possible to raise the funds to make this advanced movement."

*Superintendent Parkinson:* "It depends upon the teacher and what amount of interest she can arouse and keep up in the parents and children."

*Superintendent Phillips:*—"If I had money enough in my county to permit of an increase from five to eight months, I would not, with the present condition of affairs, think of giving to every school in the county an eight months' term. I would prefer taking what money we had over and above enough to run five months, and increase the efficiency of teachers for five months, rather than to dissipate the work over a period of eight months with the same class of teachers. I am strong in my conviction and positive in my statement, and you must believe that I mean what I say."

- (7) *Is there necessity for County Teachers' Libraries, and how can they be managed to be helpful to the teachers?*

*Mr. Chairman:*

"That every teacher should have access to a well equipped Teachers' Library admits of no question, or should not with school officers and teachers.

"Most School Superintendents have been teachers themselves and have only to reflect upon their own experience to enable them to realize how helpful one often would have been to them, in their efforts to do successful teaching. The profession of teaching should carry with it the necessity of much

special reading, and a good deal of general reading. Much reading on the subject of teaching the various branches which they profess to teach, the best, or most successful methods of presenting these different subjects, comparing the history of the past, as to methods and results, with the present. The subjects of management, government, discipline, are of such importance to the success of the school, to say nothing of their effects in the formation of character in the child, that no teacher should be content to continue in the profession without the help obtainable from a Teachers' Library. Teaching is like most other professions, in that experience enters largely into success; and it is the writings of the successful teachers that make up to a great extent the Teachers' Library; and, by reason of the environments of most of our teachers, the only means by which they can get the benefit of the experience and suggestions of the best educators, is from their writings. It follows, that, to secure the best result from their labors in the schools is to see that they all have access to a Teachers' Library. This being granted, does it not follow that a County Teachers' Library is a necessity? In answer to the statement that every teacher should possess a library, I assert that in my own county the number of teachers owning anything like a creditable library of such books as are most helpful to the teacher, when compared with the library of other professions, would form a very small percentage of the whole number. How is it in yours?

"If we conclude that this lack and necessity is common in the counties of the State and the county be considered the unit of calculation, as has been suggested on this floor, then there does exist a necessity for a County Teachers' Library.

"There are several reasons why such a library is desirable. *First*—Its economy. A circulating library could be had at small cost to each teacher if purchased by a pro rata contribution. A few books will be necessary to begin with, then add to them as necessity requires. It seems to me that the County School Board could hardly do a better thing than furnish such a library to its teachers. Let it remain the property of the School Board, or, indeed, if the State, by special legislation, would appropriate an amount of money for this purpose to the several counties, the same would be, we believe, as bread cast upon the waters, to be gathered many days to come.'

"*Second*—How can such a library be managed to be helpful to the teachers. If such a library could be secured, the reading and study of its volumes would, we believe, be of

sufficient importance to justify the County Board in making a regulation requiring the teachers to read the books, and prepare a written outline and discuss its merits in teachers' meetings.

"In this way the books would be read with a definite end in view, hence read with more profit. Teachers' meetings would be made more interesting, in that every teacher could and would have some active part in the meeting. Something needs to be begun on this subject, if not on this plan, then something better.

"Many errors now existing in the teaching force might be removed. Some benefits sought only in the Teachers' Summer Schools might be obtained by a judicious combination and management of the county teachers' meetings with the County Teachers' Library. The information which reaches the State Department on the subject of each teacher's reading, elicited by certain questions on the teachers' final report, often reveals a fact greatly to be deplored."

A. W. MIZELL.

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The chairman announced that, as the other gentleman on program were absent, their subjects would not be considered for want of time; that the convention would now take up Topic 10 and take a *viva voce* ballot on all amendments to the law offered by Supts. Compton and Sams, and all resolutions offered.

#### TOPIC 10—AMENDMENTS TO THE SCHOOL LAWS:

*What amendments are imperative and what only advisable?*

Supt. Compton presented the following resolutions recommending that the Legislature change the laws so as to conform to the spirit of the same.

A rising vote was taken upon each resolution in the following order:

1.—Resolved, That Third Grade Certificates shall be good for two years and no person shall be permitted to teach for a longer term than two years under a Third Grade Certificate.—For, 17; Against, 0.

2.—Resolved, That special examinations be prepared for teachers of the first, second and third grades of the Primary Departments of graded schools, and for public kindergartens; that certificates to those who pass such examinations shall be good for four years, and, after four years of successful

teaching, Life Certificates may be issued to such teachers; provided, that such certificates be not available to teach in schools in which other than strictly primary classes are taught.—Adopted unanimously.

3.—Resolved, That Sec. 8 of Article XII. of the State Constitution be amended by striking out the words “nor more than 5 mills”.—For, 17; Blank, 1.

4.—Resolved, That County Boards of Public Instruction shall have entire authority for fixing the number of mills to be levied for county school purposes.—For, 20; Against, 1.

5.—Resolved, That a compulsory education law should be enacted in the State of Florida, requiring every child between the ages of 6 and 14 to attend school at least 80 days in every year; Provided, That such limitations shall be attached to the law as will not make attendance a hardship upon any child.—For, 14; Against, 3; Blank, 2.

6.—Resolved, That Penmanship shall be made one of the subjects upon which all applicants for teachers' certificates shall be examined.—For, 17; Against, 1.

7.—Resolved, That Book-keeping should be made one of the subjects upon which applicants for First Grade Certificates shall be examined.—For, 4; Against, 16.

8.—Resolved, That State Uniformity of Text Books is unwise, non-progressive and undemocratic; that County Uniformity is desirable, and it is hereby recommended that the next Legislature enact such laws as will legalize this plan; provide for the selection, adoption, purchase and sale of books by county school authorities, and protect pupils and patrons.—For, 19; Supt. Carn, no, on account of first clause.

The following were offered by Supt. Sams:

1.—Whereas, It is contemplated that a change will be made in the law authorizing School Boards to increase the school levy above the present limit, therefore,

Resolved, That School Boards be restrained from creating debts without presenting the matter to the people for approval; and if a debt is created by accident or failure of revenue, that they be enjoined to reduce or pay the debt as quickly as is consistent with economy.—Resolution tabled.—

2.—Resolved, That teachers be appointed on the recommendation of the County Superintendent, with proper consideration for the wishes of patrons.

Supt. Thrasher moved to strike the part referring to patrons.—Carried.

The resolution as amended reads as follows: That teachers be appointed on the recommendation of the County Superintendent.—For, 15; Against, 4.

3.—Resolved, That supplies, to-wit: charts, maps, etc., be purchased only after proper consideration *at a certain time* and a conference with and by the advice of the Superintendent and committee of teachers; and only after inspection of supplies submitted by publishers and dealers, and that the amount of such purchase shall form a part of the estimate for the support of schools for the ensuing year.—Resolution tabled.

Submitted by Superintendent Schell:

1.—Resolved, That a minimum limit of salary for County Superintendents be fixed by act of the legislature, at not less than \$1 per month for the year for each school taught in the county of which he is Superintendent.—For, 14; Against, 6.

Submitted by Superintendent Buchholz:

1.—Whereas, A strong body of professional teachers distributed throughout the State would be of inestimable value to educational interests (1), by doing superior work in the class room and as principals of large schools; (2), by their zeal and efficiency in conducting County Associations and Summer Institutes; (3), by their ability to determine intelligently the real value of methods of instruction and discipline; (4), by their suggestions to legislators, school officers and others of the most efficient and rational means of improving the school system; (5), by their enlightening, as experts, the general public relative to the merits of books, apparatus and measures proposed for adoption, and

Whereas, The present conditions more than justify the State in offering reasonable inducements under proper limitations to worthy young men and women desirous of preparing themselves for the highest educational services (and from whom it may be expected); and

Whereas, We know that many of our very best teachers would gladly undertake to better qualify themselves for their profession were the opportunity placed within their reach, therefore,

Resolved, That the State would act most wisely in maintaining one continuous free scholarship in the State Normal School at DeFuniak Springs for each county, to be given to the same individual for at least two years, or until graduation, the selection of the applicant to be made by the County Superintendent and Board of Public Instruction.

*Superintendent Glenn:*—"The only objection or the weakness that I have discovered in these Institutions—I have fought them in this State and at my former home—is this, that they issue certificates that are identical to all their graduates,

regardless of their qualifications. They make no discrimination whatever.

Whereas, if there be any institution in the State that ought to be able to discover who should be eliminated from the school work of the State and ought not be allowed to enter upon it, it is the State Normal School. It ought to be able to discriminate in the qualifications of the teachers, discover wherein a teacher has no endowment for teaching. The fault of the Normal Schools lies in the not discriminating between the poor material and the good, between the wheat and the chaff, as they ought to do. But they give to every graduate alike the same certificate, without discrimination, and turn him out into the State as a teacher, and we are left to do the sifting for ourselves, so that really a certificate from the State Normal means no more than from any State examination."—For Resolution, 20; Against 1. Afterwards made unanimous.

On motion the following was unanimously adopted:

Resolved, That the school sub-district law, drafted by Superintendent Young, with such amendment thereto as the State Superintendent may make, shall be submitted to the Legislature for enactment.

*The following was unanimously adopted by a rising vote.*

Resolved, That the thanks of this Convention are due to the Transportation Lines and hotels for their extremely liberal rates; to Superintendent Girardeau and to the citizens of Monticello for their generous hospitality; to Dr. W. F. Yocum, Profs. Hayes and Whiteman, Miss Yendes, and other speakers, for their interesting evening addresses.

Second, And to our State Superintendent for his courteous, just and intelligent direction of this Convention.

The Chairman thanked the Superintendents present for the faithful and zealous manner in which they had discharged their duties, and said their attendance, under the circumstances, augured well for the educational interests of the State, and adjourned the Convention *sine die*.











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